



**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 27.10.2022

Änderungen jederzeit möglich

Kurskommentar Wintersemester 2022/23

Studiengang BA English Studies

**Gültig für Studierende English Studies Beginn WS 2013/14 (alte Prüfungsordnung) und
WS 2021/22 (neue Prüfungsordnung)**

Beginn der Lehrveranstaltungen:	Montag,	24.10.22
Schließzeit Weihnachten (letzte LVA):	Donnerstag,	22.12.22
Wiederbeginn LVA:	Montag,	09.01.23
Ende der Lehrveranstaltungen:	Samstag,	18.02.23

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 Wintersemester 2022/23!

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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 19:15 – 22:00, BI 80.303/304 (either via Big Blue Button or at the MakerSpace)

First Meeting: 02.11.2022 (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 focuses 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/MakerSpace (as soon as that is possible). 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:

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 September 30th, 2022 (9 a.m./09:00).

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Kurse für den Studiengang BA

Gültig für Studierende English Studies Beginn WS 2013/14 (alte PO) und WS 2021/22 (neue PO)

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 I (Group A) – 4412 011

EK, Mo 16:45 – 18:15, BI 85.9

What is literature? What is literary criticism, literary theory, literary history? What is poetry, narrative, the novel, drama, theatre and film? What is fiction, plot, story and discourse? What is metafiction? What is an author and a reader? What is orality, literacy? What is film and TV? What is gender studies, postcolonialism? Psychoanalysis and Marxism? Deconstruction and postmodernism? What is formalism, New Criticism? What is a Jacobean revenge tragedy, a Keatsian ode, metaphysical poetry, a mashup novel?

We will read William Shakespeare's "*The Tempest*" (Arden Edition), Mary Shelley's "*Frankenstein*", Shirley Jackson's "*The Lottery*", Edgar Allan Poe's "*The Tell-Tale Heart*" and a selection of poetry.

Additional material will be made available at the beginning of term. Please purchase the following editions **before the first session**:

Literature:

William Shakespeare, *The Tempest* (Arden edition, 3rd series, 2011, ed. Virginia Mason Vaughan and Alden T. Vaughan). This is the definitive edition.

Mary Shelley, *Frankenstein* (Oxford's Classics, Penguin, etc.).

Nünning, V. und A. (2007). *An Introduction to the Study of English and American Literature*. Stuttgart: Klett.

To enrol, please sign up in Stud.IP. Registration opens October 21st, 2022 (11:30 a.m./ 11:30 h).

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Dr. S. John:

Introduction to Literary and Cultural Studies I (Group B) – 4412 012

EK, Di 09:45 – 11:15, BI 97.9

This course will introduce you to key concepts in British and American literary studies. Our guiding questions will be: What is literature? What are the purposes of literary studies? How do we analyse a literary text? Over the course of the semester, you will become acquainted with the basic tools for analysing poems, narrative, and dramatic texts. We will discuss different theoretical approaches in literary studies and how they may produce different critical readings. Most importantly, we will apply these concepts and techniques to examples from various periods of literary history: Oscar Wilde's *The Picture of Dorian Gray*, William Shakespeare's *Macbeth*, a selection of poems, and a short story, which will be announced at the beginning of term.

Primary Literature:

Shakespeare, William. *Twelfth Night, or What You Will*. Ed. Keir Elam. London: Bloomsbury, 2008. The Arden Shakespeare.

Woolf, Virginia. *To the Lighthouse*. Ed. David Bradshaw. Oxford: Oxford University Press, 2008. Oxford World's Classics.

Secondary Literature:

Nünning, Vera, and Ansgar Nünning. *An Introduction to the Study of English and American Literature*. Stuttgart: Klett, 2014.

To enrol, please sign up in Stud.IP. Registration opens October 21st, 2022 (11:30 a.m./

11:30 h).

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Prof. Dr. R. Heinze:

Introduction to Literary and Cultural Studies I (Group C) – 4412 013

EK, Do 15:00 – 16:30, BI 97.9

This course will introduce you to the basics of British and American Literary Studies. We will look at the concepts, terms and methods that you need for a systematic study of literature and for all further more specific topics and discussions.

We will begin with fundamental questions –such as "what is literature?" and "what are literary studies about?"– and the basic terms and tools for discussing literary texts such as poems, plays and narratives. We will also discuss how to "historicize" and "contextualize" literary texts and how different theoretical approaches yield different readings and results.

For our discussions we will look at sample texts from different genres and periods; examples will be distributed/announced in the course of the semester.

Literature:

Please purchase the following editions before the first session:

Nünning, Vera, and Ansgar Nünning. *An Introduction to the Study of English and American Literature*. Stuttgart: Klett, 2014.

To enrol, please sign up in Stud.IP. Registration opens October 21st, 2022 (11:30 a.m./ 11:30 h).

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Dr. M. Marcsek-Fuchs:

Introduction to Literary and Cultural Studies I (Group D) – 4412 146

EK, Do 16:45 – 18:15, BI 97.9

Behold the Hippopotamus! We laugh at how he looks to us, and yet in moments dank and grim I wonder how we look to him. [...] (Ogden Nash)

Would you consider this excerpt to be a literary text? If yes, why so?

In this course we will start out with just this question: What exactly *is* literature? How do I come to grips with different genres, periods, analytical techniques and theoretical methods?

This seminar is meant to be an introduction to crucial concepts of British and American Literary Studies. We will discuss poems, narratives and dramatic works in order to deepen our analytical skills, familiarize ourselves with technical terms and learn how to contextualize the works in question.

For this, we will enjoy William Shakespeare's *A Midsummer Night's Dream* and Paul Auster's *The City of Glass*. Additional material will be made available in class.

Please purchase the textbook by Nünning and the following editions **before the first session**:

Primary Literature:

- Auster, P. *City of Glass*. Ed. Herbert Geisen. Stuttgart: Reclam, 2001.
- Shakespeare, W. *A Midsummer Night's Dream*. Ed. Sukanta Chaudhuri. London: Bloomsbury. The Arden Shakespeare, 2017. Third Series.

Secondary Literature:

- Nünning, A. and V. *An Introduction to the Study of English and American Literature*. Translated by Jane Dewhurst. Stuttgart: Klett, 2014.

To enrol, please sign up in Stud.IP. Registration opens October 21st, 2022 (11:30 a.m./ 11:30 h).

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C. Sternberg:

Academic Writing (Group A) – 4412 076

UE, Mo 15:00 – 16:30, RR 58.1

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 October 21st, 2022 (11:30 a.m./ 11:30 h).

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Prof. Dr. E. Voigts:

Academic Writing (Group B) – 4412 397

UE, Mo 18:30 – 20:00, BI 85.9

This course introduces students to the essentials of academic writing in English. The aim of the class is to equip you with the skills necessary for structuring and writing an essay, a presentation, or a BA thesis. You will become familiar with techniques of researching and citing literature according to MLA conventions and learn how to develop and phrase critical arguments. We will practise formulating ideas clearly and study the principles of writing an introduction and an outline for an academic paper. Further topics will be register, syntax, paragraphing, and strategies for revising your own written work.

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 October 21st, 2022 (11:30 a.m./ 11:30 h).

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Dr. M. Marcsek-Fuchs:

Academic Writing (Group C) – 4412 093

UE, Di 11:30 – 13:00, BI 80.1

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 Survival Guide available on the department's webpage.

Literature:

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 October 21st, 2022 (11:30 a.m./ 11:30 h).

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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. R. Carroll:

Introduction to Linguistics I (Group A) – 4412 033

EK, Di 08:00 – 09:30, BI 97.9

This 4412ory course is a two-semester course and presents a general survey of the study of language. In the first part of the course we will study concepts and methods of three core branches of linguistics: phonetics/ phonology, morphology, and syntax, featuring the basic levels of linguistic organisation, such as the structure of sounds, words, word sequences and sentences.

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.). Pearson Longman.

Radford, A., Atkinson, M, Britain, D., Clahsen, H., & Spencer, A. (2009). *Linguistics: An introduction* (2 ed.). Cambridge University Press.

Plus selected videos on LingTUtor.

To enrol, please sign up in Stud.IP. Registration opens October 21st, 2022 (11:30 a.m./ 11:30 h).

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Dr. V. Heyer:

Introduction to Linguistics I (Group B) – 4412 150

EK, Di 16:45 – 18:15, BI 97.1

This introductory course is a two-semester course and presents a general survey of the study of language. In the first part of the course we will study concepts and methods of three core branches of linguistics: phonetics/ phonology, morphology, and syntax, featuring the basic levels of linguistic organisation, such as the structure of sounds, words, word sequences and sentences.

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.). Pearson Longman.

Radford, A., Atkinson, M, Britain, D., Clahsen, H., & Spencer, A. (2009). *Linguistics: An introduction* (2 ed.). Cambridge University Press.

Plus selected videos on [LingTutor](#).

To enrol, please sign up in Stud.IP. Registration opens October 21st, 2022 (11:30 a.m./ 11:30 h).

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Dr. K. Von Holzen:

Introduction to Linguistics I (Group C) – 4412 026

EK, Mi 08:00 – 09:30, BI 85.1

This introductory course is a two-semester course and presents a general survey of the study of language. In the first part of the course we will study concepts and methods of three core branches of linguistics: phonetics/ phonology, morphology, and syntax, featuring the basic levels of linguistic organisation, such as the structure of sounds, words, word sequences and sentences.

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.). Pearson Longman.

Radford, A., Atkinson, M, Britain, D., Clahsen, H., & Spencer, A. (2009). *Linguistics: An introduction* (2 ed.). Cambridge University Press.

Plus selected videos on [LingTutor](#).

To enrol, please sign up in Stud.IP. Registration opens October 21st, 2022 (11:30 a.m./ 11:30 h).

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Dr. K. Von Holzen:

Introduction to Linguistics I (Group D) – 4412 402

EK, Do 11:30 – 13:00, BI 85.1

This introductory course is a two-semester course and presents a general survey of the study of language. In the first part of the course we will study concepts and methods of three core branches of linguistics: phonetics/ phonology, morphology, and syntax, featuring the basic levels of linguistic organisation, such as the structure of sounds, words, word sequences and sentences.

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.

Radford, A., Atkinson, M., Britain, D., Clahsen, H., & Spencer, A. (2009). *Linguistics: An introduction* (2 ed.). Cambridge University Press.

Plus selected videos on LingTutor.

To enrol, please sign up in Stud.IP. Registration opens October 21st, 2022 (11:30 a.m./ 11:30 h).

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Dr. V. Heyer:

Introduction to Linguistics I (Course-Repeaters) – 4412 029

EK, online

This introductory course is a two-semester course and presents a general survey of the study of language. **This course ist for course-repeaters only!!!** For more informations please look up the other Introduction to Linguistics I-courses.

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.). Pearson Longman.

Radford, A., Atkinson, M., Britain, D., Clahsen, H., & Spencer, A. (2009). *Linguistics: An introduction* (2 ed.). Cambridge University Press.

Plus selected videos on LingTutor.

To enrol, please sign up in Stud.IP. Registration opens October 21st, 2022 (11:30 a.m./ 11:30 h).

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Dr. R. Carroll, Dr. V. Heyer, Dr. K. Von Holzen:

Questions about Linguistics – 4412 109

EK, Mo 18:30 – 20:00, BI 85.3

This class is an opportunity for you to discuss open questions relating to the B2 courses (i.e., Introduction to Linguistics I+II, Descriptive Grammar, Spoken English). What is the difference between a phoneme and a morpheme again? Why does this constituent move in the syntactic tree? Why are garden-path sentences misinterpreted? What is finiteness? What is a rhotic

accent?

As you are taking the B2 module, you might ask yourself the above or other questions. You can choose to come to individual sessions only (i.e., when you have a specific question) or to more sessions to discuss others' questions. This course is voluntary and complements the tutorials. You cannot get credit for this course.

Literature:

t. b. a.

To enrol, please sign up in Stud.IP. Registration opens October 21st, 2022 (11:30 a.m./ 11:30 h).

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Prof. Dr. H. Hopp:

Descriptive Grammar of English – 4412 336

SE, Fr 11:30 – 12:15, BI 84.1

This course gives a comprehensive overview of the descriptive grammar of English. Our focus will be on the parts of speech, the grammatical rules of nominal and verbal phrases and the structure of the different sentence and clause types in English (e.g. finite and non-finite complement clauses, adjunct clauses, questions, relative clauses, and imperatives). This course provides the basis for the sessions on English syntax in the first part of the Introduction to English Linguistics by acquainting you with descriptions of English grammar according to current reference grammars.

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:

The course will mainly be based on relevant sections from Aarts, B. (2011). *Oxford modern English grammar*. Oxford University Press. Carter, R. & McCarthy, M. (2006). *Cambridge grammar of English: A comprehensive guide*. Cambridge University Press. Additional reading: Quirk, R., Greenbaum, S., Leech, G. & Svartvik, J. A. (1985). *Comprehensive grammar of the English language*. Longman; Huddleston, R. & Pullum, G. K. (2002). *The Cambridge grammar of the English language*. Cambridge University Press.

Plus selected videos on LingTutor.

To enrol, please sign up in Stud.IP. Registration opens October 21st, 2022 (11:30 a.m./ 11:30 h).

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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 Foreign Language Pedagogy I (beide POs)

Prof. Dr. C. Becker:

Introduction to Foreign Language Pedagogy I (Group A) – 4412 154

SE, Mo 11:30 – 13:00, BI 84.2

Please note: This class is divided into two parts, Introduction to FLP I and FLP II. In this Introduction to FLP I course participants will be introduced to theoretical knowledge and concepts. **Completing both classes (FLP I and FLP II) in the same term is obligatory to pass the module.**

The Introduction to Foreign Language Pedagogy course is designed both for students who study to become teachers and for students who plan a career outside of school. Foreign language pedagogy is an interdisciplinary subject that draws from applied linguistics, literature, education, psychology, politics and other disciplines that have a possible impact on language teaching and learning. This course has the following goals:

- to sketch briefly the history of foreign language teaching functions and to demonstrate its political dimension
- to work out the aims of foreign language teaching and learning and to analyse the role of English in the context of plurilingualism
- to provide a survey of methods and approaches as well as media used in second and foreign language teaching
- to give an overview of some of the issues involved in the teaching of the linguistic system and the structures of English (pronunciation, lexis, grammar) and the use of the language in constructing and mediating culture(s)
- to outline the development of the linguistic skills such as listening and reading comprehension, speaking and writing to show the role of learners in the learning process and how they can best achieve their aims in learning a foreign language

Topics will be presented with a view to school and adult education.

Literature:

Grimm, Meyer and Volkmann, *Teaching English*, Narr Francke Attempo, 2015.

To enrol, please sign up in Stud.IP. Registration opens September 30th, 2022 (9 a.m./09:00).

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Dr. C. Meyer:

Introduction to Foreign Language Pedagogy I (Group B) – 4412 484

SE, Do 11:30 – 13:00, BI 97.9

Please note: This class is divided into two parts, Introduction to FLP I and FLP II. In this Introduction to FLP I course participants will be introduced to theoretical knowledge and concepts. **Completing both classes (FLP I and FLP II) in the same term is obligatory to pass the module.**

The Introduction to Foreign Language Pedagogy course is designed both for students who study to become teachers and for students who plan a career outside of school. Foreign language pedagogy is an interdisciplinary subject that draws from applied linguistics, literature,

education, psychology, politics and other disciplines that have a possible impact on language teaching and learning. This course has the following goals:

- to sketch briefly the history of foreign language teaching functions and to demonstrate its political dimension
- to work out the aims of foreign language teaching and learning and to analyse the role of English in the context of plurilingualism
- to provide a survey of methods and approaches as well as media used in second and foreign language teaching
- to give an overview of some of the issues involved in the teaching of the linguistic system and the structures of English (pronunciation, lexis, grammar) and the use of the language in constructing and mediating culture(s)
- to outline the development of the linguistic skills such as listening and reading comprehension, speaking and writing to show the role of learners in the learning process and how they can best achieve their aims in learning a foreign language

Topics will be presented with a view to school and adult education.

Literature:

Grimm, Meyer and Volkmann, *Teaching English*, Narr Francke Attempo, 2015.

To enrol, please sign up in Stud.IP. Registration opens September 30th, 2022 (9 a.m./09:00).

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Dr. C. Meyer:

Introduction to Foreign Language Pedagogy I (Group C) – 4412 314

SE, Do 13:15 – 14:45, BI 97.9

Please note: This class is divided into two parts, Introduction to FLP I and FLP II. In this Introduction to FLP I course participants will be introduced to theoretical knowledge and concepts. **Completing both classes (FLP I and FLP II) in the same term is obligatory to pass the module.**

The Introduction to Foreign Language Pedagogy course is designed both for students who study to become teachers and for students who plan a career outside of school. Foreign language pedagogy is an interdisciplinary subject that draws from applied linguistics, literature, education, psychology, politics and other disciplines that have a possible impact on language teaching and learning. This course has the following goals:

- to sketch briefly the history of foreign language teaching functions and to demonstrate its political dimension
- to work out the aims of foreign language teaching and learning and to analyse the role of English in the context of plurilingualism
- to provide a survey of methods and approaches as well as media used in second and foreign language teaching
- to give an overview of some of the issues involved in the teaching of the linguistic system and the structures of English (pronunciation, lexis, grammar) and the use of the language in constructing and mediating culture(s)
- to outline the development of the linguistic skills such as listening and reading comprehension, speaking and writing to show the role of learners in the learning process and how they can best achieve their aims in learning a foreign language

Topics will be presented with a view to school and adult education.

Literature:

Grimm, Meyer and Volkmann, *Teaching English*, Narr Francke Attempto, 2015.

To enrol, please sign up in Stud.IP. Registration opens September 30th, 2022 (9 a.m./09:00).

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Themenbereich: Introduction to Foreign Language Pedagogy II (neue PO)

Dr. C. Meyer:

Introduction to Foreign Language Pedagogy II (Group A) – 4412 405

SE, Di 09:45 – 11:15, BI 85.7

Please note: This class is divided into two parts, Introduction to FLP I and FLP II. In this Introduction to FLP II course participants will learn how to apply the theoretical knowledge and concepts that were discussed in FLP I. **Completing both classes (FLP I and FLP II) in the same term is obligatory to pass the module.**

The Introduction to Foreign Language Pedagogy course is designed both for students who study to become teachers and for students who plan a career outside of school. Foreign language pedagogy is an interdisciplinary subject that draws from applied linguistics, literature, education, psychology, politics and other disciplines that have a possible impact on language teaching and learning. This course has the following goals:

- to sketch briefly the history of foreign language teaching functions and to demonstrate its political dimension
- to work out the aims of foreign language teaching and learning and to analyse the role of English in the context of plurilingualism
- to provide a survey of methods and approaches as well as media used in second and foreign language teaching
- to give an overview of some of the issues involved in the teaching of the linguistic system and the structures of English (pronunciation, lexis, grammar) and the use of the language in constructing and mediating culture(s)
- to outline the development of the linguistic skills such as listening and reading comprehension, speaking and writing to show the role of learners in the learning process and how they can best achieve their aims in learning a foreign language

Topics will be presented with a view to school and adult education.

Literature:

Grimm, Meyer and Volkmann, *Teaching English*, Narr Francke Attempto, 2015.

To enrol, please sign up in Stud.IP. Registration opens September 30th, 2022 (9 a.m./09:00).

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Prof. Dr. C. Becker:

Introduction to Foreign Language Pedagogy II (Group B) – 4412 406

SE, Di 11:30 – 13:00, BI 85.2

Please note: This class is divided into two parts, Introduction to FLP I and FLP II. In this Introduction to FLP II course participants will learn how to apply the theoretical knowledge and concepts that were discussed in FLP I. **Completing both classes (FLP I and FLP II) in the same term is obligatory to pass the module.**

The Introduction to Foreign Language Pedagogy course is designed both for students who study to become teachers and for students who plan a career outside of school. Foreign language pedagogy is an interdisciplinary subject that draws from applied linguistics, literature, education, psychology, politics and other disciplines that have a possible impact on language teaching and learning. This course has the following goals:

- to sketch briefly the history of foreign language teaching functions and to demonstrate its political dimension
- to work out the aims of foreign language teaching and learning and to analyse the role of English in the context of plurilingualism
- to provide a survey of methods and approaches as well as media used in second and foreign language teaching
- to give an overview of some of the issues involved in the teaching of the linguistic system and the structures of English (pronunciation, lexis, grammar) and the use of the language in constructing and mediating culture(s)
- to outline the development of the linguistic skills such as listening and reading comprehension, speaking and writing to show the role of learners in the learning process and how they can best achieve their aims in learning a foreign language

Topics will be presented with a view to school and adult education.

Literature:

Grimm, Meyer and Volkmann, *Teaching English*, Narr Francke Attempo, 2015.

To enrol, please sign up in Stud.IP. Registration opens September 30th, 2022 (9 a.m./09:00).

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Dr. C. Meyer:

Introduction to Foreign Language Pedagogy II (Group C) – 4412 286

SE, Di 15:00 – 16:30, BI 85.1

Please note: This class is divided into two parts, Introduction to FLP I and FLP II. In this Introduction to FLP II course participants will learn how to apply the theoretical knowledge and concepts that were discussed in FLP I. **Completing both classes (FLP I and FLP II) in the same term is obligatory to pass the module.**

The Introduction to Foreign Language Pedagogy course is designed both for students who study to become teachers and for students who plan a career outside of school. Foreign language pedagogy is an interdisciplinary subject that draws from applied linguistics, literature, education, psychology, politics and other disciplines that have a possible impact on language teaching and learning. This course has the following goals:

- to sketch briefly the history of foreign language teaching functions and to demonstrate its political dimension
- to work out the aims of foreign language teaching and learning and to analyse the role of English in the context of plurilingualism
- to provide a survey of methods and approaches as well as media used in second and foreign language teaching
- to give an overview of some of the issues involved in the teaching of the linguistic system and the structures of English (pronunciation, lexis, grammar) and the use of the language in constructing and mediating culture(s)
- to outline the development of the linguistic skills such as listening and reading comprehension, speaking and writing to show the role of learners in the learning process and how they can best achieve their aims in learning a foreign language

Topics will be presented with a view to school and adult education.

Literature:

Grimm, Meyer and Volkmann, *Teaching English*, Narr Francke Attempto, 2015.

To enrol, please sign up in Stud.IP. Registration opens September 30th, 2022 (9a.m./09:00).

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Dr. C. Meyer:

Introduction to Foreign Language Pedagogy II (Group D) – 4412 320

SE, Do 16:45 – 18:15, BI 85.2

Please note: This class is divided into two parts, Introduction to FLP I and FLP II. In this Introduction to FLP II course participants will learn how to apply the theoretical knowledge and concepts that were discussed in FLP I. **Completing both classes (FLP I and FLP II) in the same term is obligatory to pass the module.**

The Introduction to Foreign Language Pedagogy course is designed both for students who study to become teachers and for students who plan a career outside of school. Foreign language pedagogy is an interdisciplinary subject that draws from applied linguistics, literature, education, psychology, politics and other disciplines that have a possible impact on language teaching and learning. This course has the following goals:

- to sketch briefly the history of foreign language teaching functions and to demonstrate its political dimension
- to work out the aims of foreign language teaching and learning and to analyse the role of English in the context of plurilingualism
- to provide a survey of methods and approaches as well as media used in second and foreign language teaching
- to give an overview of some of the issues involved in the teaching of the linguistic system and the structures of English (pronunciation, lexis, grammar) and the use of the language in constructing and mediating culture(s)
- to outline the development of the linguistic skills such as listening and reading comprehension, speaking and writing to show the role of learners in the learning process and how they can best achieve their aims in learning a foreign language

Topics will be presented with a view to school and adult education.

Literature:

Grimm, Meyer and Volkmann, *Teaching English*, Narr Francke Attempto, 2015.

To enrol, please sign up in Stud.IP. Registration opens September 30th, 2022 (9 a.m./09:00).

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**Themenbereich: Introduction to Foreign Language Pedagogy III (neue PO) /
Weiterführende fachdidaktische LV (alte PO)**

K. Träger:

**Introduction to Foreign Language Pedagogy III: Inclusive Teaching and Learning –
4412 520**

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

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.

Dieser Kurs ist für das ZiEL-Zertifikat geöffnet.

Literature:

- Haß, Frank / Kieweg, Werner (2012). *I Can Make It! Englischunterricht für Schülerinnen und Schüler mit Lernschwierigkeiten*. Seelze: Klett/Kallmeyer.
- Delaney, Marie / Farley, Sally (2016). *Special Education Needs – Into the Classroom*. Oxford: Oxford University Press.

Further literature will be announced in class.

To enrol, please sign up in Stud.IP. Registration opens September 30th, 2022 (9 a.m./09:00).

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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)

D. Cattell:

Regional Studies I (Group A) – Great Britons and Their Influence on British Society and Culture – 4412 441

SE, Fr 08:00 – 09:30, BI 80.1

Britain is famous for many things such as comedy, pubs, the Beatles, the royal family, its colonial history, etc., but who are/were the greatest Britons? We will be taking a closer look at famous British individuals, whilst also discussing and understanding the impact they had on British society and culture. Over the first few lessons we will collectively discuss and aim to find a consensus on who should be considered as belonging in that group of 'Britain's Greatest' and why. You will receive an introduction to who I consider to be among the most influential, but you will also be required to put forward your own names and reasoning. Then, over the course of the semester, we will have a more in-depth look at each of our nominations, understanding and reflecting on their impact on society and culture not only during their lifetimes, but also beyond. Finally, we will be taking a vote on who our greatest Briton is!

You will also be required to present – either individually or as a group – your own ideas and reasoning behind the greatest Briton of your choice.

Literature: t. b. a.

To enrol, please sign up in Stud.IP. Registration opens October 21st, 2022 (11:30 a.m./ 11:30 h).

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J. Tavares:

Regional Studies I (Group B) – America: American Conspiracies: Narratives, Rumor and Theories – 4412 550

SE, Mi 18:30 – 20:00, BI 85.2

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 October 21st, 2022 (11:30 a.m./ 11:30 h).

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S. Kingsbury:

Regional Studies I (Group C) – New Zealand – The events that have helped shape modern New Zealand and New Zealanders – 4412 490

SE, Do 11:30 – 13:00, 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 has 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 October 21st, 2022 (11:30 a.m./ 11:30 h).

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Dr. T. Schrader:

Grammar I (Group A) – 4412 486

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 October 21st, 2022 (11:30 a.m./ 11:30 h).

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Y. Li:

Grammar I (Group B) – 4412 487

UE, Di 08:00 – 09:30, 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 October 21st, 2022 (11:30 a.m./ 11:30 h).

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S. Kingsbury:

Grammar I (Group C) – 4412 488

UE, Do 13:15 – 14:45, 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 October 21st, 2022 (11:30 a.m./ 11:30 h).

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A. Böker:

Grammar I (Group D) – 4412 551

UE, Fr 16:45 – 18:15, BI 85.3

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 October 21st, 2022 (11:30 a.m./ 11:30 h).

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Dr. K. E. Barnes:

Writing I (Group A) – 4412 493

UE, Di 18:30 – 20:00, 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 October 21st, 2022 (11:30 a.m./ 11:30 h).

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Dr. T. Schrader:

Writing I (Group B) – 4412 494

UE, Mi 15:00 – 16:30, 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 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 October 21st, 2022 (11:30 a.m./ 11:30 h).

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S. Kingsbury:

Writing I (Group C) – 4412 495

UE, Do 08:00 – 09:30, 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 October 21st, 2022 (11:30 a.m./ 11:30 h).

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Y. Li:

Writing I (Group D) – 4412 552

UE, Fr 13:15 – 14:45, BI 80.2

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 October 21st, 2022 (11:30 a.m./ 11:30 h).

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

LP: Leistungspunkte
LV: Lehrveranstaltung
PL: Prüfungsleistung

SE: Seminar
SL: Studienleistung
SWS: Semesterwochenstunden

J. Tavares:

Aural Oral (Group A) (1 SWS) – 4412 419

UE, Di 15:00 – 15:45, BI 85.6

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 October 21st, 2022 (11:30 a.m./ 11:30 h).

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J. Tavares:

Aural Oral (Group B) (1 SWS) – 4412 496

UE, Di 15:45 – 16:30, BI 85.6

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 October 21st, 2022 (11:30 a.m./ 11:30 h).

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Y. Li:

Aural Oral (Group C) (1 SWS) – 4412 497

UE, Do 16:45 – 17:30, BI 85.6

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 October 21st, 2022 (11:30 a.m./ 11:30 h).

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Y. Li:

Aural Oral (Group D) (1 SWS) – 4412 558

UE, Do 17:30 – 18:15, BI 85.6

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 October 21st, 2022 (11:30 a.m./ 11:30 h).

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Y. Li:

Communication Practice (Group A) – 4412 447

UE, Mo 11:30 – 13:00, 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 October 21st, 2022 (11:30 a.m./ 11:30 h).

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J. Tavares:

Communication Practice (Group B) – 4412 498

UE, Di 16:45 – 18:15, BI 85.6

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 October 21st, 2022 (11:30 a.m./ 11:30 h).

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J. Tavares:

Communication Practice (Group C) – 4412 559

UE, Do 18:30 – 20:00, 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 October 21st, 2022 (11:30 a.m./ 11:30 h).

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S. Kingsbury:

Communication Practice (Group D) – 4412 560

UE, Do 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 October 21st, 2022 (11:30 a.m./ 11:30 h).

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A. Pätzold:

British Phonetics and Pronunciation (Group A) – 4412 500

UE, Mo 08:00 – 09:30, BI 85.2

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 October 21st, 2022 (11:30 a.m./ 11:30 h).

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Dr. K. E. Barnes:

American Phonetics and Pronunciation (Group B) – 4412 501

UE, Di 11:30 – 13:00, 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 **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 October 21st, 2022 (11:30 a.m./ 11:30 h).

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A. Pätzold:

British Phonetics and Pronunciation (Group C) – 4412 502

UE, Mi 16:45 – 18:15, 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 October 21st, 2022 (11:30 a.m./ 11:30 h).

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Dr. K. E. Barnes:

American Phonetics and Pronunciation (Group D) – 4412 561

UE, Fr 15:00 – 16:30, 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 October 21st, 2022 (11:30 a.m./ 11:30 h).

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Aufbaumodul 1 “Periods and Genres”

alte PO (ab WS 2013/14) und neue PO (ab WS 2021/22)

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 I: British Literature – Beginnings to Romanticism (Group A) – 4412 055
SE, Do 16:45 – 18:15, BI 85.1

This course (the first in a two-part sequence) aims at providing a rough (and necessarily sketchy) overview over the key texts and periods of English literature from the Renaissance to Romanticism. Our starting point will be the merits, pitfalls and governing principles of writing literary histories. We will then focus on Medieval, Renaissance (Elizabethan, Jacobean, 1500 to 1660), Classicist Restoration, Augustan (1660 to 1789), up to Romantic literature (1790 to 1830).

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 (e.g. Seeber, *Englische Literaturgeschichte*; 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*).

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.

To enrol, please sign up in Stud.IP. Registration opens September 30th, 2022 (9 a.m./09:00).

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Dr. M. Marcsek-Fuchs:

Survey Course I: British Literature – Beginnings to Romanticism (Group B) – 4412 057
SE, Fr 13:15 – 14:45, BI 80.1

This survey course is designed as a rough overview over the literary history(ies) ranging from Medieval Literature to early Romanticism. Our literary as well as cultural journey will encompass poetry, drama, narrative fiction, essays, and culturally relevant critical texts. By discussing selected works ranging from the Middle Ages and the Renaissance to Pre-Romanticism, from Beowulf and William Shakespeare to Thomas Gray, we will trace lines of development and place these texts into their literary, as well as cultural contexts. This course will provide an opportunity to deepen analytical skills and to further an awareness of literature as a crucial part of rapidly changing times.

Literature:

The Norton Anthology of English Literature (9th ed., vol. 1)

Secondary literature:

For orientation in the field, please consult the standard literary histories (Seeber, *Englische Literaturgeschichte*; 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 September 30th, 2022 (9 a.m./09:00).

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Dr. S. John:

Survey Course I: Irish Literature – 4412 268

SE, Di 11:30 – 13:00, BI 85.9

This survey course provides an overview of the major periods and writers of modern Irish literature. 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 Postmodernism, and, finally, to contemporary times. 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.

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.

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 September 30th, 2022 (9 a.m./09:00).

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Dr. R. Heinze:

Survey Course I: American Literature I – 4412 388

SE, Fr 11:30 – 13:00, BI 97.9

This course will introduce you to US-American literature and its cultural contexts from the beginnings to the end of the 19th century. Caveat: the course has a heavy reading load, so start reading early. The syllabus will be available on StudIP well in advance of the semester. All of the texts will be taken from the first three volumes of the 2017 (9th ed.) five-volume edition of the Norton Anthology of American Literature.

Primary literature:

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

Secondary literature:

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

To enrol, please sign up in Stud.IP. Registration opens September 30th, 2022 (9 a.m./09:00).

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

alte PO (ab WS 2013/14) und neue PO (ab WS 2021/22)

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. R. Carroll:

Phonetics & Phonology – 4412 483

SE, Mi 08:00 – 09:30, BI 85.2

Phonetics and phonology are concerned with the ways in which humans produce and hear speech. They thus represent the science of speech sounds and the theory behind phonological rules. Languages vary widely in their sound structures: their number and type of phonemes, the shape of syllable structure, use of tonal contrasts, stress patterns, and so on. At the same time, all languages show striking similarities in the way they structure their sound systems. Phonology strives to understand the structure behind these differences across different speech systems. This seminar introduces the science of speech sounds and the theory behind phonological rules. How can we describe the pronunciation of a language? What do people do when they play language games? Why do loanwords sound so utterly differently from the way they sound in the donor language? How does the mind represent the phonological form of words? We will revisit the concepts of phonetics and phonology that were introduced in the B2 module but focus on rules and theoretical models that go beyond the descriptions of surface phenomena. Topics include acoustic, articulatory, and perceptual phonetics, distinctive feature theory, tones, suprasegmental phenomena, word stress, phonology above the word, as well as different theoretical approaches to explaining and predicting underlying structures.

Literature:

t. b. a.

Plus selected videos on LingTutor.

To enrol, please sign up in Stud.IP. Registration opens September 30th, 2022 (9 a.m./09:00).

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Dr. H. Comes-Koch:

Morphology – 4412 359

SE, Mi 09:45 – 11:15, BI 85.8

This course will introduce the participants to the study of the structure of words and the formation of new complex words in contemporary English. After a review of relevant basic linguistic terms for morphological analysis (word, lexeme, morpheme, prefix, suffix, root, stem, base), we will consider inflection as well as productive types of English word formation: a) derivational suffixation (*unfriendly*, *yuppiedom*) incl. conversion/zero derivation (*to tango*, *to email*) and b) compounding (*teapot*, *couch potato*). The particular status of non-syntagmatic processes of abbreviation like blending (*brunch*), initialism (*BBC*), acronyms (*NATO*), or clipping (*flu*) will be discussed as a contrast to compounding and derivation. We will use current theoretical frameworks to describe: (a) the regular word-internal structures, (b) their rule-based semantic interpretation, (c) general semantic changes as effects of word formation, and (d) pragmatic and other extra-linguistic blockings of word creation.

We will also address the following questions:

- a) How do children acquire knowledge of word-formation processes and the meaning of complex words?
- b) How are (complex) words represented and stored in the monolingual mental lexicon?

Literature:

Lieber, R. (2021). *Introducing morphology* (3 ed.). Cambridge University Press.

Plus selected videos on LingTutor.

To enrol, please sign up in Stud.IP. Registration opens September 30th, 2022 (9 a.m./09:00).

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Prof. Dr. H. Hopp:

Syntax – 4412 226

SE, Do 11:30 – 13:00, BI 80.1

This course is designed as an introduction to the most recent theory of generative syntax, The Minimalist Program (Chomsky 1995). The Minimalist Program explores the fascinating idea that language, in particular, syntax, is optimal and can be reduced to a small set of universal economy principles. The Minimalist Program aims towards a powerful and universal explanation of sentence structure across languages. This course will exemplify the rationale and the implementation of the Minimalist approach to syntax. Using plenty of examples from English and other languages, you will get a step-by-step introduction to syntactic categories and structure, principles of syntactic movement, and parameters of cross-linguistic differences in word order.

This course will provide you with a sound foundation in syntactic theory and analysis; it is ideal for students who enjoyed the syntax part of the Introduction course.

Literature:

Adger, D. (2003). *Core syntax: A Minimalist approach*. Oxford: Oxford University Press.

Plus selected videos on LingTutor.

To enrol, please sign up in Stud.IP. Registration opens September 30th, 2022 (9 a.m./09:00).

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Themenbereich: Developmental and Linguistic Variation

Dr. H. Comes-Koch:

Second Language Acquisition – 4412 003

SE, Fr 11:30 – 13:00, BI 85.2

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 September 30th, 2022 (9 a.m./09:00).

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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 II (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 443

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

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 September 30th, 2022 (9 a.m./09:00).

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Z Khan-Owald:

German-English Translation (Group B) – 4412 546

UE, Do 11:30 – 13:00, Präsenz, BI 85.6

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 September 30th, 2022 (9 a.m./09:00).

- - -

Y. Li:

Grammar II (Group A) – 4412 389

UE, Do 09:45 – 11:15, BI 80.301 (Konferenzraum)

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:

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

To enrol, please sign up in Stud.IP. Registration opens September 30th, 2022 (9 a.m./09:00).

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Dr. K. E. Barnes:

Grammar II (Group B) – 4412 513

UE, Fr 13:15 – 14:45, 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:

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

To enrol, please sign up in Stud.IP. Registration opens September 30th, 2022 (9 a.m./09:00).

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Dr. T. Schrader:

Writing II (Group A) – 4412 391

UE, Mi 18:30 – 20:00, 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 September 30th, 2022 (9 a.m./09:00).

- - -

Dr. S. McGury:

Writing II (Group B) – 4412 547

UE, Fr 13:15 – 14:45, BBB (Online)

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 September 30th, 2022 (9 a.m./09:00).

- - -

Aufbaumodul 4 “Intermediate Language Skills“

alte PO (ab WS 2013/14)

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

Y. Li:

Grammar Exercises II (Group A) – 4412 096

UE, Do 09:45 – 11:15, BI 80.301 (Konferenzraum)

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 September 30th, 2022 (9 a.m./09:00).

- - -

Dr. K. E. Barnes:

Grammar Exercises II (Group B) – 4412 242

UE, Fr 11:30 – 13:00, 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 September 30th, 2022 (9 a.m./09:00).

- - -

A. Böker:

Vocabulary Expansion II (Group A) – 4412 078

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:

Macbeth: *Third Series (The Arden Shakespeare)* Band 3, ISBN: 978-1904271413

To enrol, please sign up in Stud.IP. Registration opens September 30th, 2022 (9 a.m./09:00).

- - -

A. Rose:

Vocabulary Expansion II (Group B) – 4412 229

UE, Mi 08:00 – 09:30, BI 80.2

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:

Macbeth: *Third Series (The Arden Shakespeare)* Band 3, ISBN: 978-1904271413

To enrol, please sign up in Stud.IP. Registration opens September 30th, 2022 (9 a.m./09:00).

- - -

Projektmodul P “Theories, Methods, Models”

alte PO (ab WS 2013/14) und neue PO (ab WS 2021/22)

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

S. Schuray, M. A.:

Migrationsgesellschaft – 4412 575

SE, Do 09:45 – 11:15, BI 97.9

Was ist eine Migrationsgesellschaft? Was ist für sie charakteristisch? Wie unterscheidet sie sich z.B. von einer Einwanderungsgesellschaft? Wie haben Migrationsbewegungen die deutsche Gesellschaft beeinflusst? Welche Diskurse gab es diesbezüglich?

Neben solchen Fragen werden wir in der Lehrveranstaltung weitere in der (Migrations-) Gesellschaft relevante Konzepte wie Kultur, Identität und Fremdheit theoretisch erarbeiten und anhand von Beispielen (größtenteils mit Bezug zur deutschen Gesellschaft) diskutieren.

Der Kurs wird auf Deutsch stattfinden. Prüfungs- und Studienleistungen müssen in englischer Sprache verfasst werden.

Literatur: t. b. a.

To enrol, please sign up in Stud.IP. Registration opens September 30th, 2022 (9 a.m./09:00).

- - -

Dr. M. Marcsek-Fuchs:

TUBS-Players: English Theatre Group – 4412 324

SE, Mi 19:15 – 22:00, BI 80.303/304 (MakerSpace) oder BBB (Online)

First Meeting: 02.11.2022 (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 focuses 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/MakerSpace (as soon as that is possible). 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:

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 September 30th, 2022 (9 a.m./09:00).

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Prof. Dr. R. Heinze / Prof. Dr. T. Scharff:

Wikinger in Serien – 4449 425

SE, Do 11:30 – 13:00, RR 58.4

Der mittelalterliche Norden Europas ist seit einigen Jahren immer wieder der Schauplatz von Fernsehserien. Von „Vikings“ über „Last Kingdom“ bis zu „Beforeigners“ tummeln sich Wikinger und Wikingerinnen über jeweils viele Staffeln hinweg in mehr oder weniger mittelalterlichen, aber zuweilen auch modernen Settings. In der Regel werden dabei nicht nur Fantasiewelten und vollkommen fiktive Handlungsstränge entworfen, vielmehr greifen die Autorinnen und Autoren auf historische Quellen wie Sagas, Annalen, Chroniken oder Heiligenviten zurück und lassen historisch nachweisbare oder legendenhafte Personen auftreten.

Das Seminar wird sich in einem transdisziplinären Zugriff aus filmwissenschaftlicher, narratologischer und historischer Perspektive mit einigen dieser Serien auseinandersetzen. Leitende Fragen sind dabei u. a: Wie werden vergangene Welten im Film konstruiert? Wozu dient der Rückgriff auf historische Quellen und was wird aus ihnen gemacht? Wie entwickeln sich Handlungsstränge und Personen über mehrere Staffeln hinweg? Wie wird auf Reaktionen des Publikums eingegangen? Warum lohnt es sich für Anglisten/Amerikanisten und Historiker:innen überhaupt, nächtelang fernzusehen?

Hinweis:

Prüfungsleistungen können sowohl in der Anglistik als auch in der Geschichtswissenschaft abgelegt werden. Der Besuch des Seminars setzt neben den üblichen Anforderungen die Bereitschaft voraus, sich die behandelten Serien außerhalb der Veranstaltungszeiten anzuschauen und sich vor allem mit den Ansätzen und Fragestellungen der jeweils anderen Disziplin auseinanderzusetzen.

Literatur:

Einleitende Lektüre:

Anders Winroth, *Die Wikinger. Das Zeitalter des Nordens*, Stuttgart 2016.

Frank Kelleter, *Populäre Serialität: Narration – Evolution – Distinktion*. Bielefeld 2012.

To enrol, please sign up in Stud.IP. Registration opens September 30th, 2022 (9 a.m./09:00).

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Prof. Dr. E. Voigts / Prof. Dr. B. Wahrig:

Digital Hub: International Perspectives on Environmental Humanities – 4412 270

SE, Do 15:00 – 16:30, WebEx (Online) oder BI 80.1

This class seeks to establish a multinational network of research-based teaching in the environmental humanities on a variety of online platforms and toolsets. It will combine students' research from TU Braunschweig in co-operation with a set of international partners who have a background in interdisciplinary research in environmental and medical humanities, such as: Dr. Simone Müller (Rachel Carson Center, München), Prof. Dr. May-Brith Ohman Nielsen (U of Agder, Norway), and Prof. Dr. Monika Pietrzak-Franger (U of Vienna, Austria), and more. Efforts to deal with the climate and environmental crises need common and interdisciplinary efforts of science, society and the arts. The class will seek to create and consolidate climate literacy and environmental citizenship. The digital, online-only format in co-operation with international colleagues seeks to foster this type of citizenship as truly global. Hence also awareness of global inequalities and power differences have to be taken into account and discussed in international environments.

These are our guiding questions:

- How can we describe our ecological connections to the world around us? How have they been described in past and present cultures?
- What have been key ecocritical approaches and concerns in literary and cultural studies?
- What would a genuinely interdisciplinary learning through processes of critical analysis, careful looking, leading to environmental citizenship and environmental literacy look like?
- How can digital media and international learning environments help foster collaborative and conceptual processes to achieve these goals?
- How can we develop skills of critical reading, and critical engagement, to cultivate sensibilities for the human as well as non-human world?
- What methods of interdisciplinary research do we need to entangle humanities and technoscience approaches?
- How can we spread the culture of interdisciplinary engagement with pressing environmental issues through arts and culture?

We will seek to answer these questions by investigating a number of case studies, such as theoretical frameworks (from Merchant's "Death of Nature" to Haraway's "Staying with the Trouble", Bettina Wahrig), naming places, Yak herding and Yak dung (Siran Liang), the archeology of plastics in a fluid world (May-Brith Ohman-Nielsen), global waste (Simone Müller), narratives of dirt, plague and cholera (Eckart Voigts), and pandemics, contagion and the media (Monika Pietrzak-Franger).

Literatur: t. b. a.

To enrol, please sign up in Stud.IP. Registration opens September 30th, 2022 (9 a.m./09:00).

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Prof. Dr. H. Hopp:

Research Methods I: Understanding Original Research in Linguistics – 4412 020

SE, Do 16:45 – 18:15, BI 80.1

This seminar provides students with essential knowledge and skills for successfully completing advanced courses in linguistics (E2/5), which involve reading original research, interpreting statistics and critically evaluating theoretical claims.

The course breaks down into two parts. In the first part, “Understanding original linguistic research”, you hone your skills in understanding research papers in linguistics. We discuss how research papers are organized at the macro and the microlevel, how you best approach a text, excerpt relevant information from it, summarize the main ideas and present research to an audience. We also delve into how you deal with “numbers” in a text, i.e. how you understand and present descriptive and inferential statistics. In the second part, “Writing term papers in linguistics”, we touch on topics on how to formulate a research question, how to find appropriate research papers, how to organize a term paper (or schriftliche Ausarbeitung) and how to critically discuss several research papers and evaluate them in comparative perspective.

This course will be useful if you attend an E2/5 seminar and intend to do a presentation, write a term paper or take an oral exam.

We strongly recommend BA candidates in linguistics to take this course as a precursor for the course “Research Methods in Linguistics” in the summer term.

Literatur: t. b. a.

To enrol, please sign up in Stud.IP. Registration opens September 30th, 2022 (9 a.m./09:00).

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Dr. M. Marcsek-Fuchs:

Digital Shakespeare(s) – Bridging Boundaries – 4412 578

SE, Fr 11:30 – 13:00, BI 80.1

Like many other theatres during the pandemic, the Globe Theatre in London and the Royal Shakespeare Company in Stratford-upon-Avon needed to relocate their performances to the internet. The same is true for much of their educational programmes and materials. Yet, it is not only since the Corona pandemic that ‘all the world (wide web)’s been a stage’ and that Shakespeare has gone viral on the Net. There are numberless Facebook, Twitter, and Instagram posts connected with the Bard and web adaptations of his plays. Plus, there is a great abundance of educational materials available on the websites of both the theatres and renowned Shakespeare libraries. This class will explore the representation(s) of Shakespeare on the internet and investigate how he and his plays have gone viral through adaptation and bottom-up fan activity. We will investigate digital Shakespeare projects that have been developed by the leading theatres, libraries, and museums before, during and after the pandemic. This includes online-performances, podcasts, lectures, Facebook, and Instagram accounts attributed to the Bard, theatre and library websites, and web adaptations of his plays as well as educational materials of and around the ‘Shakespeare Universe’. Examples will include such adaptations as Geeky Blonde’s *Condensed Shakespeare* (a collection of one-woman Shakespeare adaptations), Kelly, Shekar, and Sullivan’s *Titus and Dronicus* (Hamlet’s case investigated by Sherlockian detectives), the mash-up *Blank Verse* as well as the very topical corona-versions called *Shakespeare in Isolation* and Robert Myles’s *The Show Must Go On-line*. Digital Shakespeare(s) help break cultural, social and medial boundaries. Thus, we will investigate how these products help connect the world.

As preparation, please get informed about Shakespeare’s world and works before the first

session of this class and (re-)read the following three plays: *Romeo and Juliet*, *A Midsummer Night's Dream* and *Hamlet*. In our first session, we will decide upon a selection of further plays.

Literature:

Primary Sources:

Shakespeare, William. *A Midsummer Night's Dream, Hamlet, Macbeth, Much Ado about Nothing, Romeo and Juliet* (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 September 30th, 2022 (9 a.m./09:00).

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Erweiterungsmodul 1 “Advanced Literary and Cultural Studies”

alte PO (ab WS 2013/14) und 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

Prof. Dr. R. Heinze / Prof. Dr. T. Scharff:

Wikinger in Serien – 4449 425

SE, Do 11:30 – 13:00, RR 58.4

Der mittelalterliche Norden Europas ist seit einigen Jahren immer wieder der Schauplatz von Fernsehserien. Von „Vikings“ über „Last Kingdom“ bis zu „Beforeigners“ tummeln sich Wikinger und Wikingerinnen über jeweils viele Staffeln hinweg in mehr oder weniger mittelalterlichen, aber zuweilen auch modernen Settings. In der Regel werden dabei nicht nur Fantasiewelten und vollkommen fiktive Handlungsstränge entworfen, vielmehr greifen die Autorinnen und Autoren auf historische Quellen wie Sagas, Annalen, Chroniken oder Heiligenviten zurück und lassen historisch nachweisbare oder legendenhafte Personen auftreten.

Das Seminar wird sich in einem transdisziplinären Zugriff aus filmwissenschaftlicher, narratologischer und historischer Perspektive mit einigen dieser Serien auseinandersetzen. Leitende Fragen sind dabei u. a: Wie werden vergangene Welten im Film konstruiert? Wozu dient der Rückgriff auf historische Quellen und was wird aus ihnen gemacht? Wie entwickeln sich Handlungsstränge und Personen über mehrere Staffeln hinweg? Wie wird auf Reaktionen des Publikums eingegangen? Warum lohnt es sich für Anglisten/Amerikanisten und Historiker:innen überhaupt, nächtelang fernzusehen?

Hinweis:

Prüfungsleistungen können sowohl in der Anglistik als auch in der Geschichtswissenschaft abgelegt werden. Der Besuch des Seminars setzt neben den üblichen Anforderungen die Bereitschaft voraus, sich die behandelten Serien außerhalb der Veranstaltungszeiten anzuschauen und sich vor allem mit den Ansätzen und Fragestellungen der jeweils anderen Disziplin auseinanderzusetzen.

Literatur:

Einleitende Lektüre:

Anders Winroth, *Die Wikinger. Das Zeitalter des Nordens*, Stuttgart 2016.

Frank Kelleter, *Populäre Serialität: Narration – Evolution – Distinktion*. Bielefeld 2012.

To enrol, please sign up in Stud.IP. Registration opens September 30th, 2022 (9 a.m./09:00).

- - -

Prof. Dr. E. Voigts / Prof. Dr. B. Wahrig:

Digital Hub: International Perspectives on Environmental Humanities – 4412 270

SE, Do 15:00 – 16:30, WebEx (Online) oder BI 80.1

This class seeks to establish a multinational network of research-based teaching in the environmental humanities on a variety of online platforms and toolsets. It will combine students' research from TU Braunschweig in co-operation with a set of international partners who have a background in interdisciplinary research in environmental and medical humanities, such as: Dr. Simone Müller (Rachel Carson Center, München), Prof. Dr. May-Brith Ohman Nielsen (U of Agder, Norway), and Prof. Dr. Monika Pietrzak-Franger (U of Vienna, Austria), and more. Efforts to deal with the climate and environmental crises need common and interdisciplinary efforts of science, society and the arts. The class will seek to create and consolidate climate literacy and environmental citizenship. The digital, online-only format in co-operation with international colleagues seeks to foster this type of citizenship as truly global. Hence also

awareness of global inequalities and power differences have to be taken into account and discussed in international environments.

These are our guiding questions:

- How can we describe our ecological connections to the world around us? How have they been described in past and present cultures?
- What have been key ecocritical approaches and concerns in literary and cultural studies?
- What would a genuinely interdisciplinary learning through processes of critical analysis, careful looking, leading to environmental citizenship and environmental literacy look like?
- How can digital media and international learning environments help foster collaborative and conceptual processes to achieve these goals?
- How can we develop skills of critical reading, and critical engagement, to cultivate sensibilities for the human as well as non-human world?
- What methods of interdisciplinary research do we need to entangle humanities and technoscience approaches?
- How can we spread the culture of interdisciplinary engagement with pressing environmental issues through arts and culture?

We will seek to answer these questions by investigating a number of case studies, such as theoretical frameworks (from Merchant's "Death of Nature" to Haraway's "Staying with the Trouble", Bettina Wahrig), naming places, Yak herding and Yak dung (Siran Liang), the archeology of plastics in a fluid world (May-Brith Ohman-Nielsen), global waste (Simone Müller), narratives of dirt, plague and cholera (Eckart Voigts), and pandemics, contagion and the media (Monika Pietrzak-Franger).

Literatur: t. b. a.

To enrol, please sign up in Stud.IP. Registration opens September 30th, 2022 (9 a.m./09:00).

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Dr. M. Marcsek-Fuchs:

Digital Shakespeare(s) – Bridging Boundaries – 4412 578

SE, Fr 11:30 – 13:00, BI 80.1

Like many other theatres during the pandemic, the Globe Theatre in London and the Royal Shakespeare Company in Stratford-upon-Avon needed to relocate their performances to the internet. The same is true for much of their educational programmes and materials. Yet, it is not only since the Corona pandemic that 'all the world (wide web)'s been a stage' and that Shakespeare has gone viral on the Net. There are numberless Facebook, Twitter, and Instagram posts connected with the Bard and web adaptations of his plays. Plus, there is a great abundance of educational materials available on the websites of both the theatres and renowned Shakespeare libraries. This class will explore the representation(s) of Shakespeare on the internet and investigate how he and his plays have gone viral through adaptation and bottom-up fan activity. We will investigate digital Shakespeare projects that have been developed by the leading theatres, libraries, and museums before, during and after the pandemic. This includes online-performances, podcasts, lectures, Facebook, and Instagram accounts attributed to the Bard, theatre and library websites, and web adaptations of his plays as well

as educational materials of and around the 'Shakespeare Universe'. Examples will include such adaptations as Geeky Blonde's *Condensed Shakespeare* (a collection of one-woman Shakespeare adaptations), Kelly, Shekar, and Sullivan's *Titus and Dronicus* (Hamlet's case investigated by Sherlockian detectives), the mash-up *Blank Verse* as well as the very topical corona-versions called *Shakespeare in Isolation* and Robert Myles's *The Show Must Go On-line*. Digital Shakespeare(s) help break cultural, social and medial boundaries. Thus, we will investigate how these products help connect the world.

As preparation, please get informed about Shakespeare's world and works before the first session of this class and (re-)read the following three plays: *Romeo and Juliet*, *A Midsummer Night's Dream* and *Hamlet*. In our first session, we will decide upon a selection of further plays.

Literature:

Primary Sources:

Shakespeare, William. *A Midsummer Night's Dream, Hamlet, Macbeth, Much Ado about Nothing, Romeo and Juliet* (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 September 30th, 2022 (9 a.m./09:00).

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Erweiterungsmodul 2 “Advanced English Linguistics: Contexts and Variation”

alte PO (ab WS 2013/14) und 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

Dr. V. Heyer:

Morphology and the Mental Lexicon – 4412 366

SE, Mo 15:00 – 16:30, PK 11.5

Selfie stick, blogger, ungoogleable,... Morphology allows us to create and understand an infinite number of new words derived from known component parts (e.g., *google-able*) but have you ever wondered how we process these forms in real time? Do we analyse the morphological structure or do we ignore it? This course deals with how morphologically complex words are represented in our mind/brain and how they are processed during language comprehension and production. Combining linguistic theory and psycholinguistic research, we will explore whether forms such as *walked* and *walker* are recognised as whole forms or decomposed into their component parts (i.e., *walk* plus *-ed/er*) and how properties of these forms (e.g., inflection vs. derivation, frequency/familiarity or transparency) influence processing. After an introduction to morphological theory and processing models, we will read and discuss original research papers that put linguistic theories to the test and investigate the psychological reality of morphological structure in our mind/brain.

Literature:

t. b. a.

Plus selected videos on LingTutor.

To enrol, please sign up in Stud.IP. Registration opens September 30th, 2022 (9 a.m./09:00).

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Prof Dr. H. Hopp:

The Psycholinguistics of Second Language Learning – 4412 227

SE, Mo 16:45 – 18:15, BI 80.1

While we all learn and/or teach foreign languages and try to be good at it, we rarely think about the cognitive mechanisms that subserve foreign and second language learning. In this course, we review recent psycholinguistic approaches to second language learning for child and adult L2 learners. With a focus on grammar learning, we discuss and assess the roles of priming, predictions, implicit and explicit learning, practice and automatization, interaction and different learning contexts on second language development.

Each week, we will read and discuss an overview paper on the psycholinguistics or applied linguistics of second language learning and then delve into one current study. By the end of the course, you will have gotten to know the major topics in current L2 psycholinguistics and applied linguistics. You will be able to evaluate the scope of different learning mechanisms in L2 acquisition and make links to teaching implications.

Literature:

Reading: Godfroid, A. & Hopp, H. (2022). *The Routledge Handbook of Second Language and Psycholinguistics*. Routledge.

Plus selected videos on LingTutor.

To enrol, please sign up in Stud.IP. Registration opens September 30th, 2022 (9 a.m./09:00).

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Dr. K. Von Holzen:

Listening in the L1 and the L2 – 4412 440

SE, Mi 09:45 – 11:15, BI 85.1

Understanding in languages we've grown up with comes easy (L1), but it's a challenge in languages we've learned later in life (L2). In this seminar, we will examine how speech processing is shaped by language experience and how this influences the recognition of spoken words. We will cover topics such as the universalities common to listening in all languages, how early development shapes listening to become language-specific, and how this can impact L2 listening later in life. Building up on and revising the basic concepts of phonetics and phonology that you have acquired in modules B2 (and A2) we will try to answer psycholinguistic questions such as:

- How do we extract words from speech?
- Why does accented speech pose a challenge to the word recognition system?
- How flexible is L2 speech perception?

Literature:

Cutler, Anne (2012). *Native listening: Language experience and the recognition of spoken words* (1 ed.). Cambridge, MA, USA: MIT Press.

Plus selected videos on LingTutor.

To enrol, please sign up in Stud.IP. Registration opens September 30th, 2022 (9 a.m./09:00).

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Dr. H. Comes-Koch:

Bilingual First Language Acquisition – 4412 579

SE, Do 11:30 – 13:00, BI 85.8

In this seminar we will explore how children growing up with two languages from birth acquire the two languages simultaneously and how they learn to use the two languages appropriately when communicating with other people. A recurrent question in research on bilingual first language acquisition is whether the children acquire the two languages separately (i.e. their acquisition patterns are identical to monolingual patterns) or whether there is some kind of interaction/interdependence in the development of the two languages. We will address this question looking at the levels of phonology, morpho-syntax and vocabulary. We will also discuss which factors influence the development of the two languages (e.g. type and amount of input in the two languages) and will discuss possible explanations for different rates of development (unequal development) or different outcomes (e.g. receptive bilingualism). Apart from acquiring the lexical and structural aspects of the two languages children also have to learn how to use the two languages in accordance with socio-pragmatic norms. So we will also address the acquisition of language choice patterns of simultaneous bilingual children. Finally, we will focus on code-switching, a typically bilingual phenomenon that requires linguistic and socio-pragmatic competence on the part of the speaker. We will look at how bilingual children acquire this competence and whether / how this is related to the general development in the two languages.

Literature:

De Houwer, A. (2009). *Bilingual first language acquisition*. Multilingual Matters.
Plus selected videos on LingTutor.

To enrol, please sign up in Stud.IP. Registration opens September 30th, 2022 (9 a.m./09:00).

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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): America: African American Cinema – 4412 556

SE, Mo 13:15 – 14:45, BI 80.1

The history of the African-American Cinema is a harsh timeline of racism, repression and struggle contrasted with film scenes of boundless joy, hope and artistic spirit. Until recently, the study of the “separate cinema” (a phrase used by historians John Kisch and Edward Mapp to describe the segregation of the mainstream, Hollywood film community) was limited, if not totally ignored, by writers and researchers. The uphill battle by black filmmakers and performers, to achieve acceptance and respect, was an ugly blot on the pages of film history. Upon winning his Best Actor Oscar for *Lillies of the Field* (1963), Sidney Poitier accepted, on behalf of the countless unsung African-American artists, by acknowledging the “long journey to this moment.”

This class will take you on a journey of African American Cinema beginning with the blatant racism of D.W. Griffith's *The Birth of a Nation* (1915), a film respected as an epic milestone, but reviled as the blueprint for black film stereotypes that would appear throughout the 20th century. We will also look at the much forgotten African American film industry of the early to mid-20th century before moving to the period of “Blacksploitation” or “Blaxploitation” films of the late 1960s and 70s. We will venture into the “New Black Wave”, beginning in the 1980s (led by directors such as Spike Lee and John Singleton).

We will end with the 20th century when Black actors finally found themselves among the major box office stars of the day, and when actors such as Denzel Washington, Halle Berry and Whoopi Goldberg win Oscars for serious, high-profile and varied roles, showing that all aspects of the African American film industry were finally earning the respect that was long overdue.

Literature: t. b. a.

To enrol, please sign up in Stud.IP. Registration opens September 30th, 2022 (9 a.m./09:00).

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Dr. S. McGury:

Regional Studies II (Group B): Asian Americans in Contemporary America – 4412 557

SE, Fr 15:00 – 16:30, BBB (online)

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.

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 prepara-

tion 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 September 30th, 2022 (9 a.m./09:00).

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Dr. K. E. Barnes:

Grammar III (Group A) – 4412 448

UE, Mo 16:45 – 18:15, 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 September 30th, 2022 (9 a.m./09:00).

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Dr. S. McGury:

Grammar III (Group B) – 4412 555

UE, Fr 11:30 – 13:00, BBB (Online)

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 September 30th, 2022 (9 a.m./09:00).

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A. Böker:

Reading (Group A) – 4412 449

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 vo-

cabulary 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:

Macbeth: Third Series (The Arden Shakespeare) Band 3, ISBN: 978-1904271413

To enrol, please sign up in Stud.IP. Registration opens September 30th, 2022 (9 a.m./09:00).

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A. Rose:

Reading (Group B) – 4412 506

UE, Mi 08:00 – 09:30, BI 80.2

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 September 30th, 2022 (9 a.m./09:00).

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Erweiterungsmodul 4 “Advanced Language Skills”

alte PO (ab WS 13/14)

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

Z. Khan-Owald:

German-English Translation – 4412 175

UE, Do 15:00 – 16:30, BI 85.6

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 September 30th, 2022 (9 a.m./09:00).

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Dr. K. E. Barnes:

Advanced Language Practice (Group A) – 4412 534

UE, Mo 16:45 – 18:15, 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 September 30th, 2022 (9 a.m./09:00).

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Dr. S. McGury:

Advanced Language Practice (Group B) – 4412 350

UE, Fr 11:30 – 13:00, BBB (Online)

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 September 30th, 2022 (9 a.m./09:00).

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Dr. K. E. Barnes:

Landeskunde II (Group A): America: African American Cinema – 4412 538

UE, Mo 13:15 – 14:45, BI 80.1

The history of the African-American Cinema is a harsh timeline of racism, repression and struggle contrasted with film scenes of boundless joy, hope and artistic spirit. Until recently, the study of the “separate cinema” (a phrase used by historians John Kisch and Edward Mapp to describe the segregation of the mainstream, Hollywood film community) was limited, if not totally ignored, by writers and researchers. The uphill battle by black filmmakers and performers, to achieve acceptance and respect, was an ugly blot on the pages of film history. Upon winning his Best Actor Oscar for Lillies of the Field (1963), Sidney Poitier accepted, on behalf of the countless unsung African-American artists, by acknowledging the “long journey to this moment.”

This class will take you on a journey of African American Cinema beginning with the blatant racism of D.W. Griffith's The Birth of a Nation (1915), a film respected as an epic milestone, but reviled as the blueprint for black film stereotypes that would appear throughout the 20th century. We will also look at the much forgotten African American film industry of the early to mid-20th century before moving to the period of “Blacksploitation” or “Blaxploitation” films of the late 1960s and 70s. We will venture into the “New Black Wave”, beginning in the 1980s (led by directors such as Spike Lee and John Singleton).

We will end with the 20th century when Black actors finally found themselves among the major box office stars of the day, and when actors such as Denzel Washington, Halle Berry and Whoopi Goldberg win Oscars for serious, high-profile and varied roles, showing that all aspects of the African American film industry were finally earning the respect that was long overdue.

Literature:

t. b. a.

To enrol, please sign up in Stud.IP. Registration opens September 30th, 2022 (9 a.m./09:00).

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Dr. S. McGury:

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

UE, Fr 15:00 – 16:30, BBB (Online)

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 September 30th, 2022 (9 a.m./09:00).

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Extracurriculare Veranstaltungen zu E-Modulen

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

Hinweis:

Nach neuer PO benötigen Sie eine extracurriculare LV in E4.

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

Prof. Dr. E. Voigts / Dr. S. John:

Ringvorlesung KTW: Von den Dingen: Materie, Stoff, Rest und Ressource – 4499 001

RV, Mo 13:15 – 14:45, BI 85.9

Material, Stoff, Rest und Ressource sind Grundkategorien natur- und ingenieurwissenschaftlicher Arbeit. Doch das Verhältnis von Subjekt und Objekt ist in allen Wissenschaftszusammenhängen konstitutiv: „We shape our tools and thereafter they shape us.“ (Culkin 1967). Ursprünglich als Gegensatz zu Geist gedacht, hat die „Materie“ auch eine beeindruckende Karriere in der geisteswissenschaftlichen Diskussion der letzten Jahre hinter sich. Als *material culture* (Tylor 1920) begrifflich eingeführt, ist sie elementar für Orte wie Museen und Archive, und wissenschaftshistorisch im Kontext einer ‚materialistischen‘ Hinwendung zu Fragen der Alltagspraxis zentral (Scholz/Vedder 2018). Wissenschafts- und Technikgeschichte, Soziologie und Philosophie (von der Phänomenologie bis Adorno und Butler) beschäftigen sich immer wieder mit Materialität, während sich die Literatur- und Kulturwissenschaft Dingen diesseits und jenseits von Texten widmet. Im Kontext der *Actor Network Theory* (ANT) sind Dinge zu sozialen, wissenschaftlichen, ökonomischen und kulturellen Agenten erhoben worden. Doch auch verworfene und abjekte Materie interessiert uns: Im Kontext von Thompsons *Mülltheorie* (1979) wollen wir nicht nur „Matter in Place“, sondern auch diejenige Materie in den Blick nehmen, die durch kulturelle Zuschreibungen und gesellschaftliche Codierungsprozesse als „Matter out of Place“ (Mary Douglas), also als ideologisch ausgeschlossene Materie oder exklusive Materie fungiert.

- Die Ringvorlesung ist als Einführungsveranstaltung für die Erstsemester des interdisziplinären Masterstudienganges Kultur der technisch-wissenschaftlichen Welt (KTW) konzipiert. Kontroverse Fragen und genügend Raum für Diskussion sind ausdrücklich erwünscht.
- Solange sich die Corona-Regelungen nicht verschärfen, wird diese Veranstaltung als Live-Vorlesung durchgeführt, im Fall von Coronabeschränkungen wird die Veranstaltung in einem Webexraum als Videovorlesung durchgeführt.

Literatur: t. b. a.

To enrol, please sign up in Stud.IP. Registration opens September 30th, 2022 (9 a.m./09:00).

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Prof. Dr. R. Heinze:

Migrationsgesellschaft – 4412 575

SE, Do 09:45 – 11:15, BI 80.1

Was ist eine Migrationsgesellschaft? Was ist für sie charakteristisch? Wie unterscheidet sie sich z.B. von einer Einwanderungsgesellschaft? Wie haben Migrationsbewegungen die deut-

sche Gesellschaft beeinflusst? Welche Diskurse gab es diesbezüglich? Neben solchen Fragen werden wir in der Lehrveranstaltung weitere in der (Migrations-)Gesellschaft relevante Konzepte wie Kultur, Identität und Fremdheit theoretisch erarbeiten und anhand von Beispielen (größtenteils mit Bezug zur deutschen Gesellschaft) diskutieren.

Hinweis:

Der Kurs wird auf Deutsch stattfinden. Prüfungs- und Studienleistungen müssen in englischer Sprache verfasst werden.

Literatur:

t. b. a.

To enrol, please sign up in Stud.IP. Registration opens September 30th, 2022 (9 a.m./09:00).

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Prof. Dr. E. Voigts / Prof. Dr. B. Wahrig:

Digital Hub: International Perspectives on Environmental Humanities – 4412 270

SE, Do 15:00 – 16:30, WebEx (Online) oder BI 80.1

This class seeks to establish a multinational network of research-based teaching in the environmental humanities on a variety of online platforms and toolsets. It will combine students' research from TU Braunschweig in co-operation with a set of international partners who have a background in interdisciplinary research in environmental and medical humanities, such as: Dr. Simone Müller (Rachel Carson Center, München), Prof. Dr. May-Brith Ohman Nielsen (U of Agder, Norway), and Prof. Dr. Monika Pietrzak-Franger (U of Vienna, Austria), and more. Efforts to deal with the climate and environmental crises need common and interdisciplinary efforts of science, society and the arts. The class will seek to create and consolidate climate literacy and environmental citizenship. The digital, online-only format in co-operation with international colleagues seeks to foster this type of citizenship as truly global. Hence also awareness of global inequalities and power differences have to be taken into account and discussed in international environments.

These are our guiding questions:

- How can we describe our ecological connections to the world around us? How have they been described in past and present cultures?
- What have been key ecocritical approaches and concerns in literary and cultural studies?
- What would a genuinely interdisciplinary learning through processes of critical analysis, careful looking, leading to environmental citizenship and environmental literacy look like?
- How can digital media and international learning environments help foster collaborative and conceptual processes to achieve these goals?
- How can we develop skills of critical reading, and critical engagement, to cultivate sensibilities for the human as well as non-human world?
- What methods of interdisciplinary research do we need to entangle humanities and technoscience approaches?
- How can we spread the culture of interdisciplinary engagement with pressing environmental issues through arts and culture?

We will seek to answer these questions by investigating a number of case studies, such as theoretical frameworks (from Merchant's "Death of Nature" to Haraway's "Staying with the Trouble", Bettina Wahrig), naming places, Yak herding and Yak dung (Siran Liang), the archeology of plastics in a fluid world (May-Brith Ohman-Nielsen), global waste (Simone Müller), narratives of dirt, plague and cholera (Eckart Voigts), and pandemics, contagion and the media (Monika Pietrzak-Franger).

Literatur: t. b. a.

To enrol, please sign up in Stud.IP. Registration opens September 30th, 2022 (9 a.m./09:00).

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Prof. Dr. H. Hopp:

Research Methods I: Understanding Original Research in Linguistics – 4412 020

SE, Do 16:45 – 18:15, BI 80.1

This seminar provides students with essential knowledge and skills for successfully completing advanced courses in linguistics (E2/5), which involve reading original research, interpreting statistics and critically evaluating theoretical claims.

The course breaks down into two parts. In the first part, "Understanding original linguistic research", you hone your skills in understanding research papers in linguistics. We discuss how research papers are organized at the macro and the microlevel, how you best approach a text, excerpt relevant information from it, summarize the main ideas and present research to an audience. We also delve into how you deal with "numbers" in a text, i.e. how you understand and present descriptive and inferential statistics. In the second part, "Writing term papers in linguistics", we touch on topics on how to formulate a research question, how to find appropriate research papers, how to organize a term paper (or schriftliche Ausarbeitung) and how to critically discuss several research papers and evaluate them in comparative perspective.

This course will be useful if you attend an E2/5 seminar and intend to do a presentation, write a term paper or take an oral exam.

We strongly recommend BA candidates in linguistics to take this course as a precursor for the course "Research Methods in Linguistics" in the summer term.

Literatur: t. b. a.

To enrol, please sign up in Stud.IP. Registration opens September 30th, 2022 (9 a.m./09:00).

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Dr. M. Marcsek-Fuchs:

TUBS-Players: English Theatre Group – 4412 324

Mi 19:15 – 21:00, BBB (Online) oder BI 80.303/304 (MakerSpace)

First Meeting: 02.11.2022 (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 focuses 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/MakerSpace (as soon as that is possible). 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:*

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 September 30th, 2022 (9 a.m./09:00).

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Kolloquien

Prof. Dr. H. Hopp:

Linguistisches Kolloquium – 4412 432

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 September 30th, 2022 (9 a.m./09:00).

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Prof. Dr. R. Heinze:

Colloquium for B.A., M.A. and Ph.D. Theses in Literary and Cultural Studies – 4412 298

KOL, regelmäßiges Blockseminar Fr, 15:00 – 18:00, BI 80.303/304 (MakerSpace)

erste Sitzung: t. b. a.

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 September 30th, 2022 (9 a.m./09:00).

ABA “Bachelor-Abschlussmodul Anglistik”

neue PO ab WS 2021/2022

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 (20-25 Seiten) SL: Kolloquium (15 Minuten)	

LP: Leistungspunkte
LV: Lehrveranstaltung
PL: Prüfungsleistung

SE: Seminar
SL: Studienleistung
SWS: Semesterwochenstunden

Themenbereich: Advanced Literary and Cultural Studies

Prof. Dr. R. Heinze:

Wikinger in Serien – 4449 425

SE, Do 11:30 – 13:00, BI 85.3

Der mittelalterliche Norden Europas ist seit einigen Jahren immer wieder der Schauplatz von Fernsehserien. Von „Vikings“ über „Last Kingdom“ bis zu „Beforeigners“ tummeln sich Wikinger und Wikingerinnen über jeweils viele Staffeln hinweg in mehr oder weniger mittelalterlichen, aber zuweilen auch modernen Settings. In der Regel werden dabei nicht nur Fantasiewelten und vollkommen fiktive Handlungsstränge entworfen, vielmehr greifen die Autorinnen und Autoren auf historische Quellen wie Sagas, Annalen, Chroniken oder Heiligenviten zurück und lassen historisch nachweisbare oder legendenhafte Personen auftreten.

Das Seminar wird sich in einem transdisziplinären Zugriff aus filmwissenschaftlicher, narratologischer und historischer Perspektive mit einigen dieser Serien auseinandersetzen. Leitende Fragen sind dabei u. a: Wie werden vergangene Welten im Film konstruiert? Wozu dient der Rückgriff auf historische Quellen und was wird aus ihnen gemacht? Wie entwickeln sich Handlungsstränge und Personen über mehrere Staffeln hinweg? Wie wird auf Reaktionen des Publikums eingegangen? Warum lohnt es sich für Anglisten/Amerikanisten und Historiker:innen überhaupt, nächtelang fernzusehen?

Hinweis:

Prüfungsleistungen können sowohl in der Anglistik als auch in der Geschichtswissenschaft abgelegt werden. Der Besuch des Seminars setzt neben den üblichen Anforderungen die Bereitschaft voraus, sich die behandelten Serien außerhalb der Veranstaltungszeiten anzuschauen und sich vor allem mit den Ansätzen und Fragestellungen der jeweils anderen Disziplin auseinanderzusetzen.

Literatur:

Einleitende Lektüre:

Anders Winroth, *Die Wikinger. Das Zeitalter des Nordens*, Stuttgart 2016.

Frank Kelleter, *Populäre Serialität: Narration – Evolution – Distinktion*. Bielefeld 2012.

To enrol, please sign up in Stud.IP. Registration opens September 30th, 2022 (9 a.m./09:00).

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Prof. Dr. E. Voigts / Prof. Dr. B. Wahrig:

Digital Hub: International Perspectives on Environmental Humanities – 4412 270

SE, Do 15:00 – 16:30, WebEx (Online) oder BI 80.1

This class seeks to establish a multinational network of research-based teaching in the environmental humanities on a variety of online platforms and toolsets. It will combine students' research from TU Braunschweig in co-operation with a set of international partners who have a background in interdisciplinary research in environmental and medical humanities, such as: Dr. Simone Müller (Rachel Carson Center, München), Prof. Dr. May-Brith Ohman Nielsen (U of Agder, Norway), and Prof. Dr. Monika Pietrzak-Franger (U of Vienna, Austria), and more. Efforts to deal with the climate and environmental crises need common and interdisciplinary efforts of science, society and the arts. The class will seek to create and consolidate climate

literacy and environmental citizenship. The digital, online-only format in co-operation with international colleagues seeks to foster this type of citizenship as truly global. Hence also awareness of global inequalities and power differences have to be taken into account and discussed in international environments.

These are our guiding questions:

- How can we describe our ecological connections to the world around us? How have they been described in past and present cultures?
- What have been key ecocritical approaches and concerns in literary and cultural studies?
- What would a genuinely interdisciplinary learning through processes of critical analysis, careful looking, leading to environmental citizenship and environmental literacy look like?
- How can digital media and international learning environments help foster collaborative and conceptual processes to achieve these goals?
- How can we develop skills of critical reading, and critical engagement, to cultivate sensibilities for the human as well as non-human world?
- What methods of interdisciplinary research do we need to entangle humanities and technoscience approaches?
- How can we spread the culture of interdisciplinary engagement with pressing environmental issues through arts and culture?

We will seek to answer these questions by investigating a number of case studies, such as theoretical frameworks (from Merchant's "Death of Nature" to Haraway's "Staying with the Trouble", Bettina Wahrig), naming places, Yak herding and Yak dung (Siran Liang), the archeology of plastics in a fluid world (May-Brith Ohman-Nielsen), global waste (Simone Müller), narratives of dirt, plague and cholera (Eckart Voigts), and pandemics, contagion and the media (Monika Pietrzak-Franger).

Literatur: t. b. a.

To enrol, please sign up in Stud.IP. Registration opens September 30th, 2022 (9 a.m./09:00).

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Dr. M. Marcsek-Fuchs:

Digital Shakespeare(s) – Bridging Boundaries – 4412 578

SE, Fr 11:30 – 13:00, BI 80.1

Like many other theatres during the pandemic, the Globe Theatre in London and the Royal Shakespeare Company in Stratford-upon-Avon needed to relocate their performances to the internet. The same is true for much of their educational programmes and materials. Yet, it is not only since the Corona pandemic that 'all the world (wide web)'s been a stage' and that Shakespeare has gone viral on the Net. There are numberless Facebook, Twitter, and Instagram posts connected with the Bard and web adaptations of his plays. Plus, there is a great abundance of educational materials available on the websites of both the theatres and renowned Shakespeare libraries. This class will explore the representation(s) of Shakespeare on the internet and investigate how he and his plays have gone viral through adaptation and bottom-up fan activity. We will investigate digital Shakespeare projects that have been developed by the leading theatres, libraries, and museums before, during and after the pandemic. This includes online-performances, podcasts, lectures, Facebook, and Instagram accounts

attributed to the Bard, theatre and library websites, and web adaptations of his plays as well as educational materials of and around the 'Shakespeare Universe'. Examples will include such adaptations as Geeky Blonde's *Condensed Shakespeare* (a collection of one-woman Shakespeare adaptations), Kelly, Shekar, and Sullivan's *Titus and Dronicus* (Hamlet's case investigated by Sherlockian detectives), the mash-up *Blank Verse* as well as the very topical corona-versions called *Shakespeare in Isolation* and Robert Myles's *The Show Must Go On-line*. Digital Shakespeare(s) help break cultural, social and medial boundaries. Thus, we will investigate how these products help connect the world.

As preparation, please get informed about Shakespeare's world and works before the first session of this class and (re-)read the following three plays: *Romeo and Juliet*, *A Midsummer Night's Dream* and *Hamlet*. In our first session, we will decide upon a selection of further plays.

Literature:

Primary Sources:

Shakespeare, William. *A Midsummer Night's Dream, Hamlet, Macbeth, Much Ado about Nothing, Romeo and Juliet* (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 September 30th, 2022 (9 a.m./09:00).

- - -

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 298

KOL, Blockseminar Fr, 15:00 - 18:00, BI 80.1

Termin: t. b. a.

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 September 30th, 2022 (9 a.m./09:00).

- - -

Themenbereich: Advanced English Linguistics

Dr. V. Heyer:

Morphology and the Mental Lexicon – 4412 366

SE, Mo 15:00 – 16:30, PK 11.5

Selfie stick, blogger, ungoogleable,... Morphology allows us to create and understand an infinite number of new words derived from known component parts (e.g., *google-able*) but have you ever wondered how we process these forms in real time? Do we analyse the morphological structure or do we ignore it? This course deals with how morphologically complex words are represented in our mind/brain and how they are processed during language comprehension and production. Combining linguistic theory and psycholinguistic research, we will explore whether forms such as *walked* and *walker* are recognised as whole forms or decomposed into their component parts (i.e., *walk* plus *-ed/er*) and how properties of these forms (e.g., inflection vs. derivation, frequency/familiarity or transparency) influence processing. After an introduction to morphological theory and processing models, we will read and discuss original research papers that put linguistic theories to the test and investigate the psychological reality of morphological structure in our mind/brain.

Literature: t. b. a.

Plus selected videos on LingTutor.

To enrol, please sign up in Stud.IP. Registration opens September 30th, 2022 (9 a.m./09:00).

- - -

Prof. Dr. H. Hopp:

The Psycholinguistics of Second Language Learning – 4412 227

SE, Mo 16:45 – 18:15, BI 80.1

While we all learn and/or teach foreign languages and try to be good at it, we rarely think about the cognitive mechanisms that subserve foreign and second language learning. In this course, we review recent psycholinguistic approaches to second language learning for child and adult L2 learners. With a focus on grammar learning, we discuss and assess the roles of priming, predictions, implicit and explicit learning, practice and automatization, interaction and different learning contexts on second language development.

Each week, we will read and discuss an overview paper on the psycholinguistics or applied linguistics of second language learning and then delve into one current study. By the end of the course, you will have gotten to know the major topics in current L2 psycholinguistics and applied linguistics. You will be able to evaluate the scope of different learning mechanisms in L2 acquisition and make links to teaching implications.

Literature:

Reading: Godfroid, A. & Hopp, H. (2022). *The Routledge Handbook of Second Language and Psycholinguistics*. Routledge.

Plus selected videos on LingTutor.

To enrol, please sign up in Stud.IP. Registration opens September 30th, 2022 (9 a.m./09:00).

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Dr. K. Von Holzen:

Listening in the L1 and the L2 – 4412 440

SE, Mi 09:45 – 11:15, BI 85.1

Understanding in languages we've grown up with comes easy (L1), but it's a challenge in languages we've learned later in life (L2). In this seminar, we will examine how speech processing is shaped by language experience and how this influences the recognition of spoken words. We will cover topics such as the universalities common to listening in all languages, how early development shapes listening to become language-specific, and how this can impact L2 listening later in life. Building up on and revising the basic concepts of phonetics and phonology that you have acquired in modules B2 (and A2) we will try to answer psycholinguistic questions such as:

- How do we extract words from speech?
- Why does accented speech pose a challenge to the word recognition system?
- How flexible is L2 speech perception?

Literature:

Cutler, Anne (2012). *Native listening: Language experience and the recognition of spoken words* (1 ed.). Cambridge, MA, USA: MIT Press.

Plus selected videos on LingTutor.

To enrol, please sign up in Stud.IP. Registration opens September 30th, 2022 (9 a.m./09:00).

- - -

Dr. H. Comes-Koch:

Bilingual First Language Acquisition – 4412 579

SE, Do 11:30 – 13:00, BI 85.8

In this seminar we will explore how children growing up with two languages from birth acquire the two languages simultaneously and how they learn to use the two languages appropriately when communicating with other people. A recurrent question in research on bilingual first language acquisition is whether the children acquire the two languages separately (i.e. their acquisition patterns are identical to monolingual patterns) or whether there is some kind of interaction/interdependence in the development of the two languages. We will address this question looking at the levels of phonology, morpho-syntax and vocabulary. We will also discuss which factors influence the development of the two languages (e.g. type and amount of input in the two languages) and will discuss possible explanations for different rates of development (unequal development) or different outcomes (e.g. receptive bilingualism). Apart from acquiring the lexical and structural aspects of the two languages children also have to learn how to use the two languages in accordance with socio-pragmatic norms. So we will also address the acquisition of language choice patterns of simultaneous bilingual children. Finally, we will focus on code-switching, a typically bilingual phenomenon that requires linguistic and socio-pragmatic competence on the part of the speaker. We will look at how bilingual children acquire this competence and whether / how this is related to the general development in the two languages.

Literature:

De Houwer, A. (2009). *Bilingual first language acquisition*. Multilingual Matters.

Plus selected videos on LingTutor.

To enrol, please sign up in Stud.IP. Registration opens September 30th, 2022 (9 a.m./09:00).

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Themenbereich: Colloquium in Linguistics

Prof. Dr. H. Hopp:

Research Methods I: Understanding Original Research in Linguistics – 4412 020

SE, Do 16:45 – 18:15, BI 80.1

This seminar provides students with essential knowledge and skills for successfully completing advanced courses in linguistics (E2/5), which involve reading original research, interpreting statistics and critically evaluating theoretical claims.

The course breaks down into two parts. In the first part, “Understanding original linguistic research”, you hone your skills in understanding research papers in linguistics. We discuss how research papers are organized at the macro and the microlevel, how you best approach a text, excerpt relevant information from it, summarize the main ideas and present research to an audience. We also delve into how you deal with “numbers” in a text, i.e. how you understand and present descriptive and inferential statistics. In the second part, “Writing term papers in linguistics”, we touch on topics on how to formulate a research question, how to find appropriate research papers, how to organize a term paper (or schriftliche Ausarbeitung) and how to critically discuss several research papers and evaluate them in comparative perspective.

This course will be useful if you attend an E2/5 seminar and intend to do a presentation, write a term paper or take an oral exam.

We strongly recommend BA candidates in linguistics to take this course as a precursor for the course “Research Methods in Linguistics” in the summer term.

Literatur: t. b. a.

To enrol, please sign up in Stud.IP. Registration opens September 30th, 2022 (9 a.m./09:00).

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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 563

PR, nach Vereinbarung (online, synchron)

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

To enrol, please sign up in Stud.IP. Registration opens September 30th, 2022 (9 a.m/09:00).

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Öffnungszeiten und Sprechstunden

Öffnungszeiten der Abteilungsgeschäftszimmer

Abt. Literatur- und Kulturwissenschaft

A. Kaminsky Mo – Fr 09:00 – 11:00 Uhr

Abt. Englische Sprachwissenschaft

D. Hauer Mo/Mi/Do 10:00 – 12:00 Uhr

Di 12:00 – 15:00 Uhr

Abt. Englische Sprache und ihre Didaktik

A. Kaminsky s. o.

Sprechstunden in der vorlesungsfreien Zeit (SoSe 2022)

Abt. Literatur- und Kulturwissenschaft

Dr. K. E. Barnes Please register for an appointment via StudIP
und nach Vereinbarung (k.barnes@tu-bs.de)

Prof. Dr. R. Heinze Dienstag, 30.08.22 10:00 – 11:00 Uhr
Dienstag, 20.09.22 10:00 – 11:00 Uhr
Dienstag, 11.10.22 10:00 – 11:00 Uhr
und nach Vereinbarung; Anmeldung per StudIP

Dr. S. John Dienstag, 16.08.22 15:30 – 17:30 Uhr
Dienstag, 30.08.22 15:30 – 17:30 Uhr
Dienstag, 13.10.22 15:30 – 17:00 Uhr
und nach Vereinbarung; Anmeldung per StudIP

Dr. M. Marcsek-Fuchs Mittwoch, 24.08.22 10:30 – 12:30 Uhr
Mittwoch, 31.08.22 10:30 – 12:30 Uhr
Donnerstag, 22.09.22 10:30 – 12:30 Uhr
Donnerstag, 13.10.22 10:30 – 12:30 Uhr
und nach Vereinbarung; Anmeldung per StudIP

S. Schuray, M. A. Dienstag, 06.09.22 10:00 – 11:00 Uhr
Dienstag, 13.09.22 10:00 – 11:00 Uhr
Dienstag, 20.09.22 10:00 – 11:00 Uhr
und nach Vereinbarung; Anmeldung per StudIP

Prof. Dr. E. Voigts	Dienstag,	16.08.22	11:30 – 13:30 Uhr
	Dienstag,	23.08.22	11:30 – 13:30 Uhr
	Dienstag,	13.09.22	11:30 – 13:30 Uhr
	Dienstag,	20.09.22	11:30 – 13:30 Uhr
und nach Vereinbarung; Anmeldung per StudIP			

Abt. Englische Sprache und ihre Didaktik

Prof. Dr. C. Becker	nach Vereinbarung: c.becker@tu-bs.de
Dr. J. Jakisch	siehe Ankündigung in Stud.IP
Dr. R. D. Jones	nach Vereinbarung: r.jones@tu-bs.de
Prof. Dr. A. Kubanek	nach Vereinbarung: a.kubanek@tu-bs.de
A. Smith, M.A.	nach Vereinbarung: a.smith@tu-bs.de
K. A. Täger	nach Vereinbarung: a.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
Dr. K. Von Holzen	siehe Ankündigung in Stud.IP
Prof. Dr. H. Hopp	siehe Ankündigung in Stud.IP
Dr. S. McMonagle	siehe Ankündigung in Stud.IP

Lehrbeauftragte

A. Böker	nach Vereinbarung: anne-katrin.boeker@tu-bs.de
S. Kingsbury	nach Vereinbarung: s.kingsbury@tu-bs.de
S. Z. Khan-Owald	nach Vereinbarung: s.khan-owald@tu-bs.de
Dr. S. McGury	nach Vereinbarung: s.mcgury@tu-braunschweig.de
C. Sternberg	nach Vereinbarung: Anmeldung per StudIP
J. Tavares	nach Vereinbarung: j.tavares@tu-braunschweig.de
M. Wildhage	nach Vereinbarung: m.wildhage@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 (WiSe 2022/23)

Abt. Literatur- und Kulturwissenschaft

Dr. K. E. Barnes	Mittwoch,	09:00 – 11:00 Uhr
Prof. Dr. R. Heinze	Donnerstag,	10:00 – 11:00 Uhr
Dr. S. John	Dienstag,	15:30 – 17:00 Uhr
Dr. M. Marcsek-Fuchs	Mittwoch,	10:30 – 12:30 Uhr
S. Schuray, M. A.	Dienstag,	09:30 – 10:30 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
Dr. J. Jakisch	Donnerstag,	09:30 – 10:30 Uhr
Dr. R. D. Jones	nach Vereinbarung:	r.jones@tu-bs.de
Prof. Dr. A. Kubanek	Dienstag,	11:30 – 12:30 Uhr
Y. Li	nach Vereinbarung:	yunong.li@tu-bs.de
A. Smith, M.A.	nach Vereinbarung:	a.smith@tu-bs.de
K. A. Täger	nach Vereinbarung:	a.taeger@tu-bs.de

Abt. Englische Sprachwissenschaft

Dr. R. Carroll	Montag,	10:00 – 11:00 Uhr
Dr. H. Comes-Koch	siehe Ankündigung in Stud.IP	
Dr. V. Heyer	siehe Ankündigung in stud.IP	
Prof. Dr. H. Hopp	Montag,	15:00 – 16:30 Uhr
Dr. S. McMonagle	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
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D. Cattell	nach Vereinbarung
S. Kingsbury	nach Vereinbarung: s.kingsbury@tu-bs.de
S. Z. Khan-Owald	nach Vereinbarung: s.khan-owald@tu-bs.de
Dr. S. McGury	nach Vereinbarung: s.mcgury@tu-bs.de
Dr. C. Meyer	nach Vereinbarung: c.meyer2@tu-bs.de
A. Pätzold	nach Vereinbarung: a.paetzold@tu-braunschweig.de
A. Rose	nach Vereinbarung
Dr. T. Schrader	nach Vereinbarung: timo.schrader@tu-braunschweig.de
C. Sternberg	Freitag, 11:30 – 13:00 Uhr
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