

# **Institut für Anglistik/Amerikanistik**

## **Lehrangebot Sommersemester 2026**

**Offizielle Informationsquelle für die Organisation des Studiums ist das  
Online-Portal für Lehre, Studium und Forschung der Universität Rostock**  
<https://lsf.uni-rostock.de>

<b>1</b>	<b>Liste der Raumkürzel</b>	<b>1</b>
<b>2</b>	<b>Vorlesungen</b>	<b>1</b>
<b>3</b>	<b>Literaturwissenschaft</b>	<b>2</b>
<b>4</b>	<b>Sprachwissenschaft</b>	<b>5</b>
<b>5</b>	<b>Kulturwissenschaft</b>	<b>8</b>
<b>6</b>	<b>Fachdidaktik und Vermittlungskompetenz</b>	<b>11</b>
<b>7</b>	<b>Sprachpraxis</b>	<b>14</b>
<b>8</b>	<b>Master British and American Transcultural Studies</b>	<b>17</b>
<b>9</b>	<b>Culture-Ecology-Change</b>	<b>18</b>
<b>10</b>	<b>Berufsvorbereitendes Lektüremodul</b>	<b>19</b>

### **1 Liste der Raumkürzel**

AB28-8023	SR 8023, August-Bebel-Straße 28
AB28-8028	SR 8028, August-Bebel-Straße 28
AB28-4039	SR 4039, August-Bebel-Straße 28
AB28-10017a	SR 10017a, August-Bebel-Straße 28
UP3-SR116	SR 116, Universitätsplatz 3
UP3-SR105	SR 105, Universitätsplatz 3
UP1-HG-218	HS 218, Universitätshauptgebäude
SCHW-HS	HS Schwaansche Straße 3
U69-AEHS1	Arno-Esch-Hörsaalgebäude I, Ulmenstraße 69, Haus 8
U69-H1-025	SR 025, Ulmenstraße 69, Haus 1
U69-H3-223	SR 223, Ulmenstraße 69, Haus 3
U69-H3-322	SR 322, Ulmenstraße 69, Haus 3

### **2 Vorlesungen**

**Bitte beachten Sie, dass die Vorlesungen obligatorische Bestandteile verschiedener Module sind.**

#### **N. N.: American Literature 1776-2026: From Independence to Today**

Vorlesung, 70396, Montag 09.15 - 10.45 Uhr, U69-AEHS1

To mark the 250th anniversary of the 'Declaration of Independence', this lecture will look at developments in American literature from the time of the founding of the United States and its definition as a nation based on the promise of 'life, liberty, and the pursuit of happiness', up to the present day. Within this framework, the lecture will focus on literature from various periods, from the early Republic to the multicultural present that has attempted to articulate and expand the concept of independence as part of the 'American experiment'. The lecture will focus on literature that has given voice to struggles for freedom from socially oppressive structures, whether in terms of Black liberation, gender equality, or Indigenous sovereignty.

#### **Dr. Kähm: Language Change in the History of English**

Vorlesung, 70404, Montag 11.15 - 12.45 Uhr, U69-AEHS1

This class is an introduction to the history of the English language. We will cover all the major periods in the history of English: Old English, Middle English, Early Modern English, and Present Day English. The description of language structure and language use in these periods will highlight the roles of language contact and change. In addition to linguistic analyses, we will also consider the socio-cultural backgrounds of historical developments, enabling you to relate language change to more general social change. You will, for example, learn what features of English are due to various invasions and conquests, and how inventions such as the printing press have influenced the use of English.

### **Prof. Crane: Some Fundamentals of Cultural Studies in 12 Music Videos**

Vorlesung, 70405, Montag 15.15 - 16.45 Uhr, U69-AEHS1

This lecture will draw on a range of Cultural Studies concepts to contextualise and critique music videos. Whilst some music videos may seem to be merely pop songs in another medium, this lecture will look at the various ways this short form engages with the aesthetics of the visual to emphasise components of the lyrics or draw attention to other pressing concerns. As popular cultural texts, music videos do not exist separate from their respective contexts; they create and critique them. Each lecture will examine the audiovisual aesthetics and politics of (at least) one Anglophone music video. An attempt will be made to include videos that are from, or respond to, political situations and/or music trends beyond the UK and the US. The videos will be shown during the lectures and further viewing and reading materials will be provided for interested students.

### **3 Literaturwissenschaft**

#### **Dr. Zittlau: Introduction to Literary Studies (Einführung in die Literaturwissenschaft)**

Grundkurs, 70101, Montag 13.15 - 14.45 Uhr, AB28-8023

This class will introduce you to the fundamentals of literary studies. You will acquire knowledge of the basic theories, concepts, methodologies and terminologies that will help you to engage with literary texts. As well as reading theory texts and texts of literary criticism, we will examine poetry by June Jordan, the novel *Hangsaman* by Shirley Jackson (1951), and the play *In Arabia, We's All Be Kings* (1999) by Stephen Adly Guirgis. Please purchase and read:

- June Jordon, *The Essential June Jordan* (Penguin Classics, 2021)
- Shirley Jackson, *Hangsaman* (Penguin, 2013 [1951])

#### **Weber: Introduction to Literary Studies (Einführung in die Literaturwissenschaft)**

Grundkurs, 70102, Donnerstag 13.15 - 14.45 Uhr, AB28-8023

This course introduces students to the study of English literature from a variety of perspectives, including literary theory, literary history, genre, textual analysis and critical vocabulary. First, we will attempt to define our discipline by asking what literature (and particularly English literature) is. By examining texts from various genres, cultures, and historical periods, we will then explore the fundamentals of a scholarly approach to literature. This includes the terminology, concepts, and technical terms necessary for analysing and interpreting literary texts.

Please buy your own copy of the following books, ideally with the ISBN listed:

- Dermot Cavanagh, Alan Gillis, Michelle Keown, James Loxley and Randall Stevenson (eds.). *The Edinburgh Introduction to Studying English Literature*. Edinburgh University Press, 2014. ISBN: 9780748691326 .
- Vita Sackville-West. *All Passion Spent*. Vintage, [1931] 2016. ISBN: 9781784870553.
- Kate/Kae Tempest. *Wasted*. Bloomsbury Publishing, [2013] 2020. ISBN: 9781408185766.

#### **N. N.: American Drama**

## Proseminar, 70112, Dienstag 15.15 - 16.45 Uhr, UP3-SR116

This class focuses on the development of American drama from the beginning of the 20<sup>th</sup> century to the present day - a starting point chosen since it was the moment when playwriting in the United States fully developed into an art form merging critical acclaim and commercial success, with modern European drama being a major source of influence. Throughout the course, you will explore the origins of modern American drama, the Little Theatre movement, the first Golden Age of Broadway in the 1920s, the focus on socially critical plays during the Great Depression of the 1930s, the flourishing of the second Golden Age of Broadway in the 1950s, and subsequent developments towards more experimental forms of Off-Broadway and Postmodernist drama. These developments have led to the highly diverse theatrical landscape that characterises the US today. American drama has offered a stage on which to present and debate issues of class, gender, race, sexuality and other social issues, and these will feature in our discussions. Through a diverse selection of plays, the course provides an overview of the historical developments and forms of American drama. Building on the analytical knowledge and skills acquired in the introductory course, it teaches you how to analyse and discuss plays in class.

### **Schilling: Gendered Spaces in Postcolonial Literary Fictions**

## Proseminar, 70082, Montag 15.15 - 16.45 Uhr, UP3-SR116

In this Proseminar, we will explore how selected postcolonial texts construct, use and challenge notions of gender, space and power. Through close readings of various primary texts, we will examine how different spaces, such as rooms, homes, cities and nature/wilderness, are constructed by gendered assumptions about how society works, and how these spaces, in turn, influence gender and power dynamics, and access to space. Our analysis will be aided by introductions to, and discussions of, postcolonial, ecocritical, and feminist theory. Overall, this course is designed to deepen your Grundkurs knowledge and hone your practical literary studies skills.

There will be a place for everyone who is interested. Additional readings will be made available on StudIP. For now, please purchase and read the following text (any edition):

- Tara June Winch. 2019. *The Yield*. Penguin.

An additional novel (for you to purchase) may be announced closer to the beginning of term.

### **Schilling: The Short Story through Time: Texts, Contexts, Criticism**

## Proseminar, 70081, Dienstag 09.15 - 10.45 Uhr, UP3-SR116

In its comparatively brief 200-year-long history, the short story genre has swiftly become an essential part of English literature. In this Proseminar, we will read and discuss a range of short stories by a variety of writers. We will consider the texts against the backdrop of issues such as subgenre, narrative theory, literary history, and critical approaches (e.g. class, 'race', gender, ecocriticism, etc.). In addition, we will trace the development of the genre through different literary periods and subgenres. Overall, this course is designed to deepen your Grundkurs knowledge and hone your practical literary studies skills.

There will be a place for everyone interested in joining us. You may be asked to purchase a copy of a selected short story collection. If necessary, this will be announced in good time before the start of the term. Additional readings will be made available on StudIP.

### **Prof. Schmitt-Kilb: Growing up through the Centuries: Jane Austen's *Emma* (1815), Virginia Woolf's to *The Lighthouse* (1927), Sally Rooney's *Conversations With Friends* (2017) (and/or Bernardine Evaristo's *Lara* [2009])**

## Proseminar, 70117, Donnerstag 09.15 - 10.45 Uhr, AB28-8028

In the seminar, we will have a look at three/four novels that focus on young women's experience and struggle with growing up and finding their identity and place in society in the early 19<sup>th</sup>, early 20<sup>th</sup> and early 21<sup>st</sup> centuries: *Emma* (1815, by Jane Austen), *To the Lighthouse* (1927, by Virginia Woolf), *Lara* (2009, by Bernardine Evaristo), and *Conversations With Friends* (2017, by Sally Rooney). We will look at these fascinating novels individually and discuss them in their literary, cultural and historical contexts

(Regency England, Georgian England, Postcolonial Britain, 21<sup>st</sup>-century Ireland); we will also investigate how the experience of growing up, particularly in patriarchal societies, has changed and/or remained the same over the last 200 years. The investigation of form and aesthetics (realism, modernism, "new realism") will be as important as the theoretical perspectives, themes and politics. We will discuss the novels in chronological order, so please buy and start reading *Emma* as soon as you can! I suggest you buy the Oxford World's Classic edition, ed. by John Mullan (2022), ISBN-13: 978-0198837756.

### **Dr. Zittlau: 20<sup>th</sup> Century American Poetry**

Proseminar, 70104, Montag 09.15 - 10.45 Uhr, AB28-8023

In this class, we will read, perform, analyze and play with selected poems that were written in the United States in the 20<sup>th</sup> century. We will encounter central literary movements and poetry schools such as the Harlem Renaissance, the Confessional Poets and the New York School, while also engaging with authors who cannot be easily categorized (at least not for long). Our approach will be guided by Terrance Hayes whose book *Watch Your Language* (2023) is an entertaining and well-designed resource that provides backgrounds and questions. While the poems will be provided on StudIP or in class, please purchase and read:

- Terrance Hayes, *Watch your Language. Visual and Literary Reflections on a Century of American Poetry*. (Penguin, 2023)

### **N. N.: North American Indigenous Literatures in the Resurgent 21<sup>st</sup> Century**

Hauptseminar, 70141, Donnerstag 11.15 - 12.45 Uhr, UP3-SR116

Indigenous literature has experienced a strong resurgence in the 21<sup>st</sup> century. In this course we will trace the most exciting developments across different genres such as fiction, poetry, and memoir. Together, we will discuss how authors develop their own Indigenous-centered aesthetics to articulate Native experiences in 21<sup>st</sup> century North America within the settler-colonial states of the U.S. and Canada. Our focus will include the depiction of Indigenous worldviews, the struggles for sovereignty and decolonization, the lasting impacts of historical settler colonial trauma, and new ways to re-imagine Indigenous pasts, presents, and futures.

### **Prof. Schmitt-Kilb: Clones, Dogs, Humans, and Other Outsiders: John Berger's King. A Street Story (1999), Kazuo Ishiguro's Never Let Me Go (2005), Indra Sinha's Animal's People (2007), and Eva Hornung's Dog Boy (2009)**

Hauptseminar, 70132, Dienstag 13.15 - 14.45 Uhr, UP3-SR116

What does it mean to be human in the 21<sup>st</sup> century? The Enlightenment's promise of equality and universal rights stands in stark contrast to a reality in which human rights are seemingly inalienable for some and indispensable for others. This issue lies at the heart of the four contemporary novels we will read in this course: John Berger's *King. A Street Story* (1999), Kazuo Ishiguro's *Never Let Me Go* (2005), Indra Sinha's *Animal's People* (2007), and Eva Hornung's *Dog Boy* (2009). These novels feature outsider figures that highlight the hopes, as well as the contradictions, inconsistencies, and vulnerabilities inherent in contemporary claims to universalism. They do so in aesthetically and formally challenging ways. Alongside these texts, we will consider theoretical contributions from human-animal studies, postcolonial criticism, posthumanism, and the environmental humanities, looking at thinkers such as Donna Haraway, Rob Nixon, and Giorgio Agamben. All of these novels and theories make visible the structural violence and injustice inherent in binaries such as human and non-human animals, humans and clones, socially accepted figures and social outcasts. In this sense, they can be read as interventions in the ongoing conversation about what it means to be human today. We will start with John Berger's *King*, so please get hold of the novel and start reading as soon as you can.

### **Prof. Schmitt-Kilb: Imagining the Future in Transhistorical Diachronic Fictions: Dystopia, Utopia, Archaeologies of the Future (CEC)**

Hauptseminar, 70134, Donnerstag 15.15 - 16.45 Uhr, UP3-SR116

Why is it so difficult to imagine a utopian alternative to the world we live in? In this course, we will discuss concepts such as Utopia and Critical Utopia, Dystopia and Critical Dystopia, and their political relevance to our crisis-ridden present. Against the backdrop of these discussions and in order to probe the potential and the limits of these terms, we will read several novels that make use of diachronic narration in transhistorical settings: Jeannette Winterson's *The Stone Gods* (2007), David Mitchell's *Cloud Atlas* (2004), Sarah Hall's *Helm* (2025), or T. C. Boyle's *A Friend of the Earth* (2000). All of these works place human characters in scenarios that transcend their time scale and that of the conventional novel. The course may help us to throw into relief our crisis of the imagination as much as the necessity to recover a sense of utopianism in an environment characterized by a version of "realism" (Mark Fisher), where the end of the world is easier to imagine than the end of capitalism.

#### 4 Sprachwissenschaft

##### **Ellies: Language & Identity**

Proseminar, 70013, Mittwoch 09.15 - 10.45 Uhr, AB28-8023

What is identity, how is it constructed, what role does language play in this and how can we analyse it? In this seminar, we will explore sociolinguistic approaches to identity as a social, cultural and interactional phenomenon. You will get to know and try out different research methods for analysing how different levels of identity are performed. These levels include macro-level categories such as gender, age, ethnicity and social class, as well as more local identity categories, such as positioning oneself as a 'nerd' or 'football fan'. Throughout the semester, students will work in groups on a small-scale research project of their choice. At the end of the semester, they will present their findings in a poster session.

##### **Dr. McCann: Middle English**

Proseminar, 70014, Donnerstag 11.15 - 12.45 Uhr, AB28-4039

Middle English is not as middling as one might think. The language and its writings are beguilingly complex, and bear witness to a period of profound social, culture, and linguistic change. This course will explore Middle English and its main developments through some of the period's most famous writers and texts. It will begin with the pious early Middle English lyrics, then move to consider the bawdy sentiments of Chaucer, before examining the social criticism of the northern Gawain poet, and ending with the religious raptures of Margery Kempe. Each of these writers use a distinct form of Middle English, and each leave their mark on the language.

##### **N. N.: Irish English - History, structure, and use**

Proseminar, 70015 Blockveranstaltung

Freitag	10.07.2026	09.00 - 17.00 Uhr	AB28-8028
Samstag	11.07.2026	09.00 - 17.00 Uhr	AB28-8028
Montag	20.07.2026	10.00 - 14.00 Uhr	Onlineveranstaltung
Freitag	24.07.2026	11.00 - 15.00 Uhr	UP3-SR116

This seminar will explore the historical roots of English in Ireland and its present-day forms. Students will be introduced to structural and functional linguistic aspects of Irish English as well as to sociolinguistic, cognitive and cultural phenomena resulting from the interplay between English and Irish(-Gaelic) over many centuries. The seminar will consist of a mixture of theoretical input and practical applications, culminating in small-scale research projects conducted and presented by the participants.

##### **N. N.: Asian English Varieties**

Proseminar, 70016 Bockveranstaltung

Freitag	10.04.2026	09.00 - 17.00 Uhr	AB28-8028
Samstag	11.04.2026	09.00 - 17.00 Uhr	AB28-8028
Freitag	08.05.2026	12.00 - 14.00 Uhr	Onlineveranstaltung
Freitag	29.05.2026	12.00 - 14.00 Uhr	Onlineveranstaltung
Donnerstag	11.06.2026	12.00 - 14.00 Uhr	Onlineveranstaltung
Donnerstag	25.06.2026	12.00 - 14.00 Uhr	Onlineveranstaltung
Samstag	04.07.2026	10.00 - 16.00 Uhr	Onlineveranstaltung

This seminar explores Englishes shaped by British colonial expansion, which are commonly analyzed within the field of World Englishes. English now functions as a global language, and postcolonial varieties form an important part of this landscape. Our focus is on South and Southeast Asia, home to a large share of the world's English users. Classified in Kachru's outer circle, these varieties display distinctive linguistic and sociolinguistic features despite their comparatively recent emergence. They occupy central roles in administration, education, media and economic life, yet they remain historically ambivalent due to their colonial origins. Within this framework, the seminar examines language policies, linguistic features and language history, offering a concise overview of the development and contemporary significance of Asian English varieties.

### **N. N.: Linguistic Landscaping**

Proseminar, 70034, Blockveranstaltung			
Donnerstag	28.05.2026	10.15 - 16.00 Uhr	UP3-SR116
Freitag	29.05.2026	09.15 - 16.45 Uhr	UP3-SR116
Freitag	19.06.2026	09.15 - 15.00 Uhr	Onlineveranstaltung
Freitag	10.07.2026	13.15 - 16.45 Uhr	UP3-SR116
Samstag	11.07.2026	09.15 - 12.45 Uhr	AB28-8023

Language is all around us, in signs, graffiti, posters, stickers, shop names, and public notices. In this seminar, we explore how language in public spaces reflects and shapes social life. What can signage tell us about identity, power, multilingualism, in- or exclusion? Students will learn key concepts and methods, collect their own LL data, and develop a small research project. The results will be presented in the final session.

The seminar combines in-person meetings in Rostock with one additional online session via Zoom.

### **Dr. Kähm: Standardisation in the History of English (BATS)**

Hauptseminar, 70011, Mittwoch 11.15 - 12.45 Uhr, UP3-SR116

This graduate seminar explores how English and which varieties thereof became “standard” - and why these processes have never been straightforward. Starting with the emergence of a supraregional written variety of “Late Old English”, we will trace how these early attempts to standardize language were followed by centuries of mainly unrestrained diversification, before renewed efforts towards uniformity emerged in the fifteenth century. Students will examine the linguistic, historical and social forces that shaped these changes, studying developments in spelling, grammar and phonology, as well as the technologies and cultural attitudes that underpinned them. Methods will include close analysis of texts and artefacts from different periods, corpus-based investigation and engagement with various frameworks and theories of language standardization. We will then turn to the present day and assess Standard English(es) in national and global contexts. The seminar will conclude with a look at the latest developments and a critical discussion of the impact of LLMs and AI-assisted language tools on linguistic norms and our perception of language standards in the future. Please note: A substantial amount of reading will be required.

### **Dr. Benitt: Phonetics & Phonology (LA Grundschule)**

Übung, 70077, Donnerstag 07.30 - 09.00 Uhr, SCHW-HS

As future teachers, you will be linguistic role models for your students and will need diagnostic skills to address their the pronunciation issues. Hence, your own pronunciation, stress and intonation and how

you teach the English sounds are of utmost importance to your learners - especially in the formative years of primary school.

### **Spohr: Phonetics & Phonology**

Übung, 70078

Gruppe 1	Dienstag	13.15 - 14.45 Uhr	AB28-8028
Gruppe 2	Dienstag	15.15 - 16.45 Uhr	AB28-8028
Gruppe 3	Mittwoch	11.15 - 12.45 Uhr	U69-H3-322
Gruppe 4	Mittwoch	17.15 - 18.45 Uhr	UP3-SR116
Gruppe 5	Donnerstag	13.15 - 14.45 Uhr	U69-H3-322

This class will explore the sound system of English. We will study vowel and consonant phonemes and their interactions - first for isolated words, then for connected speech. Our focus will be on the standard varieties of English spoken in Great Britain and in the USA, though other varieties will sometimes be included.

Where appropriate, English and German will be compared to highlight teaching/learning difficulties and find possible solutions. While this is not primarily a pronunciation class, the study of phonetics and phonology can help you to improve your own pronunciation and equip you with the knowledge needed to teach English pronunciation to students.

Another aim of this course is to enable students to use the IPA - both passively and by actively producing phonemic transcriptions in either of the two standard varieties mentioned above. Since this skill requires a lot of practice, there will be weekly transcription exercises both in class and as homework assignments.

**Our course book is:**

- Collins, Beverly, Inger M. Mees and Paul Carley. 2019. *Practical Phonetics and Phonology: A Resource Book for Students*. 4th ed. London/New York: Routledge (ISBN 978-1-138-59150-9 [Titel anhand dieser ISBN in Citavi-Projekt übernehmen]).

**Additionally, the following book is recommended as a reference:**

- Roach, Peter, Jane Setter and John Esling (eds). 2011. *Daniel Jones: Cambridge English Pronouncing Dictionary*. 18th ed. Cambridge: Cambridge University Press. (ISBN 978-3-125-34688-8 [Titel anhand dieser ISBN in Citavi-Projekt übernehmen]).

Both are available in the UB, though acquiring your own copies is recommended.

### **Dr. Benitt: Fundamentals of Grammar (LA Grundschule)**

Übung, 70067, Donnerstag 09.15 - 10.45 Uhr, SCHW-HS

Grammar is the backbone of a language, since a competent speaker does not only have to master the vocabulary but must also know how to combine words into larger units, such as clauses and sentences. A profound knowledge of grammar is therefore a prerequisite for teaching English, even - or rather especially - at primary school level where the foundations for successful language learning are built.

### **Ellies/Dr. Kähm/Dr. McCann/Spohr: Fundamentals of Grammar**

Übung, 70068

Gruppe 1:	Dr. Kähm	Montag	15.15 - 16.45 Uhr	UP3-SR105
Gruppe 2:	Ellies	Mittwoch	11.15 - 12.45 Uhr	AB28-8023
Gruppe 3:	Dr. McCann	Donnerstag	09.15 - 10.45 Uhr	AB28-4039
Gruppe 4:	Spohr	Donnerstag	11.15 - 12.45 Uhr	U69-H3-322
Gruppe 5:	Dr. Kähm	Donnerstag	15.15 - 16.45 Uhr	AB28-8023

Grammar forms the backbone or architecture of a language since a competent speaker must not only master its vocabulary, but must also understand how words are combined to form larger units, such as clauses and sentences. A theoretical knowledge of English grammar is therefore a prerequisite for understanding what speakers do when they use their language. This course is designed to help students study English grammar at an academic level. It provides practice in applying the principles and rules formulated in scientific grammars, focusing on word-classes and the structure of words (morphology)

in the first half of the semester and on the principles of English sentence structure (syntax) in the second half.

**Course Book:**

Biber, Douglas, Susan Conrad and Geoffrey Leech. 2002. *Longman Student Grammar of Spoken and Written English*. London: Longman.

## **5 Kulturwissenschaft**

### **Becker: Introduction to Theories and Methods of Cultural Studies**

Grundkurs, 70160, Donnerstag 09.15 - 10.45 Uhr, AB28-8023

This course offers an introduction to the study of culture and provides foundational theoretical and methodological tools essential for further studies in cultural studies.

The course is organised into two main parts: an overview of the origins and history of the field, which is followed by an accessible introduction to the key approaches used in cultural studies to analyse and interpret social phenomena and cultural artefacts, including material culture, film, social media, and more.

To foster deeper engagement and active learning, students will be divided into smaller learning groups. Rather than attending weekly sessions with the entire group, these smaller groups will meet every two weeks for interactive discussions and exercises with me.

In lieu of weekly sessions, the course places strong emphasis on independent study and practice: multiple reading and homework assignments will be provided for students to work on at home. These assignments will help students develop practical skills in cultural analysis and interpretation.

Course materials and assignments will be made available in the form of a printed reader to be purchased by the students (8€). A detailed syllabus outlining further course requirements, topics, assignments, and dates for meeting in class will be provided at the beginning of the semester.

### **Becker: Introduction to Theories and Methods of Cultural Studies**

Grundkurs, 70175, Donnerstag 11.15 - 12.45 Uhr, AB28-8023

This course offers an introduction to the study of culture and provides foundational theoretical and methodological tools essential for further studies in cultural studies.

The course is organised into two main parts: an overview of the origins and history of the field, which is followed by an accessible introduction to the key approaches used in cultural studies to analyse and interpret social phenomena and cultural artefacts, including material culture, film, social media, and more.

To foster deeper engagement and active learning, students will be divided into smaller learning groups. Rather than attending weekly sessions with the entire group, these smaller groups will meet every two weeks for interactive discussions and exercises with me.

In lieu of weekly sessions, the course places strong emphasis on independent study and practice: multiple reading and homework assignments will be provided for students to work on at home. These assignments will help students develop practical skills in cultural analysis and interpretation.

Course materials and assignments will be made available in the form of a printed reader to be purchased by the students (8€). A detailed syllabus outlining further course requirements, topics, assignments, and dates for meeting in class will be provided at the beginning of the semester.

### **Prof. Crane: DIY Cultures**

Proseminar, 70163, Dienstag 11.15 - 12.45 Uhr, UP3-SR116

DIY: Do-It-Yourself. This seminar will centre practices and theories of DIY. The idea of DIY is one that centres processes of tinkering, making, fixing, creating (rather than simply considering the outcome). We will look to analyse *representations* of DIY as well as develop conceptual categories that help to understand how Cultural Studies can analyse and interpret *practices* of DIY. This will entail

examination of diverse (social) media formats as well as, potentially, workshopping DIY practices within the framework of the seminar ourselves. A reader will be made available via StudIP.

### **Prof. Crane: Travel Writing**

Proseminar, 70388, Dienstag 15.15 - 16.45 Uhr, AB28-8023

In this seminar we will discuss travel writing for the way it figures and configures cultures in contact. We will look to historical accounts that engage with phenomena of imperialism, of knowledge collection and construction, and contact zone conflicts. We will also engage with more contemporary configurations of travel and the various media through which these are negotiated.

Travel writing will be understood in a broad sense, and will possibly entail reading historical sources, for example, Charles Darwin, Daniel Defoe, and Lady Mary; reading more contemporary texts, for example Jamaica Kincaid, Jay Griffiths and Robert Macfarlane; as well as drawing on a broader range of media formats that do similar work. A theoretical framework will give rise to analyses that critique these phenomena and help us to direct our attention to the world-making properties of this kind of writing. A reader will be made available via StudIP.

### **Dr. Zittlau: Dreams, Dreaming, Dreamers in American Cultures**

Proseminar, 70173, Freitag 09.15 - 10.45 Uhr, AB28-8023

Dreams play a crucial role in literature and culture, as they appear to offer insights into things that would otherwise remain unknown: the future, the secrets of the self and the key to success. In this class, we will examine some of the ways in which dreams have played a pivotal role in cultural theory. We will read Sigmund Freud's psychoanalytical approach to dreams, examine dream books in the context of the early 20<sup>th</sup>-century New York gambling scene, in which African-American women achieved success and fame, and consider dreams in political contexts, such as Charlotte Beradt's collection of Holocaust dreams and filmmaker Franci Duran's interpretations of people's dreams during the Covid epidemic. While the texts will be provided on StudIP, please purchase and read: Charlotte Beradt, *Das Dritte Reich des Traums* (Suhrkamp, 2017 [1966])

### **Kaur Grewal: Bad weather: cultural speculations on winds, clouds and climate breakdown**

Proseminar, 70166, Blockveranstaltung

Montag	04.05.2026	12.00 - 13.30 Uhr	AB28-10017a
Dienstag	26.05.2026	12.00 - 17.30 Uhr	AB28-8028
Mittwoch	27.05.2026	12.00 - 17.30 Uhr	AB28-8028
Donnerstag	28.05.2026	12.00 - 17.30 Uhr	AB28-8028
Freitag	29.05.2026	12.00 - 17.00 Uhr	AB28-8028

This course introduces students to various perspectives on the relationship between culture and climate from the fields of Cultural Studies and Cultural Geography. It covers historical examples of how climate and weather have been written about and remembered in social memory. These are then brought into conversation with more recent notions of 'climatic media' and 'elemental media' that describe how technologies in various parts of the world began to engineer new realities and narratives about the atmosphere. We will also learn about political responses to the un/certainty of climate collapse: the formation of speculative markets around renewables and the historical role of speculation in the survey and extraction of resources. This course will be of interest to students who want to learn about the complex relationship between people and their environments beyond alarmist apocalyptic narratives or the false optimism of technosolutionism.

### **Prof. Crane: Littoral Zones (BATS)**

Hauptseminar, 70219, Mittwoch 09.15 - 12.45 Uhr, UP3-SR116

The shoreline, the liminal site between the land and the ocean, seems a particularly apt space from which to contemplate the intersections between environment, labour, and the infrastructures that mediate flows of power, resources, information, and waste products. Moreover, the world's littoral zones mark places where the climate crisis makes landfall, with rising tides and degraded defenses laying bare current and future vulnerabilities.

This seminar centres zones of contact: Our interest will be directed towards a set of sites including the beach, coasts, archipelagoes, atolls, wetlands, ports, etc. that stage earth/water matters. In doing so, we will address thematic issues broaching tensions such as leisure and industry, pleasure and pollution, industry and infrastructures.

A *Reader* with a selected bibliography will be provided at the beginning of the course.

### **Becker: Materials of Modernity (BATS)**

Hauptseminar, 70197, Freitag 09.15 - 10.45 Uhr, UP3-SR116

This seminar explores how materials have shaped culture, society, and everyday life from the early modern period to the present. Adopting a diachronic perspective, we will examine a range of materials that have become integral to modernity, including rubber, coal, cast iron, aluminium, plastic, petroleum, and lithium. Our discussions will focus on the cultural and economic histories of these substances, and trace how they entered European and U.S. markets through colonial, imperial, and extractivist practices, which often produced environmental pollution, social injustices, and violence.

We will further analyse material artefacts made from these substances - like cars, toys, grocery bags, mobile phones, to name just a few - tending to both their practical uses and their symbolic meanings. We will ask questions such as: How does a material become indispensable? How do its aesthetic, industrial, and ideological functions shape the way people live, work, and imagine their futures? Combining cultural studies methodologies with perspectives from environmental humanities, post-colonial theory, material culture studies, and science-and-technology studies, this seminar highlights how materials have influenced modern industries, infrastructures, consumption, and cultures.

Secondary readings and sources will be provided via Stud.IP.

### **N. N.: Life, Liberty, and the Pursuit of Happiness: 250 Years Liberation Struggles in the U.S.**

Hauptseminar, 70194, Donnerstag 09.15 - 10.45 Uhr, UP3-SR116

Since the signing of the "Declaration of Independence" 250 years ago, struggles for liberation from oppressive structures defined by the intersecting forces of settler colonialism, white supremacy, heteropatriarchy, and racial capitalism have been undertaken against the backdrop of the promise of "life, liberty, and the pursuit of happiness" as articulated in the Declaration. In the class, we will look at various cultural texts and media - political, activist, rhetorical, theoretical, and literary - to talk about how different movements struggling for Black liberation, gender equality, and Indigenous sovereignty have made use of this promise to their own ends, to hold governing systems in the U.S. accountable, to expand the ideas of freedom and equality within the U.S. or to challenge U.S. authority entirely. Together, we will look at what progress these movements have made, what backlash they have repeatedly faced and what this means in the moment of rising authoritarianism in the U.S. today - including how the current regime plans to celebrate the Semiquincentennial of the Declaration this year, and what voices might offer an alternative narrative.

### **Dr. Zittlau: Studying Disability Arts and Culture**

Hauptseminar, 70198, Freitag 13.15 - 14.45 Uhr, AB28-8023

When Tod Browning's film *Freaks* was released in 1932, it was immediately banned in many US states (and remains banned in some to this day) as well as in Britain (where it experienced a surprising revival in the 1960s). The group of sideshow performers who acted in the film were considered too disturbing for cinema audiences. This film is just one example of many that we will study in our class looking at when, where and how people with disabilities were represented. We will look at visual and performance art as well as dance and even work on our own project looking at boarding schools for the disabled in

mid-20<sup>th</sup> century Kenya in postcolonial contexts and think about possible narratives to present a story yet untold. The basic reader for this class: Petra Kuppers, *Studying Disability Arts and Culture* (palgrave mcmillan, 2014). Texts will be provided on StudIP.

### **N. N.: Science Communication (CEC)**

Übung, 70379, Blockseminar, Zeiten folgen

This course, which will be held in English, aims to develop skills to facilitate the communication of scientific knowledge to a broader audience. Topics will focus on ecological sustainability, as well as culture and change in times of environmental crises. Students will learn to contextualize scientific findings and to reach different audiences with specific tools. Part of this process will entail becoming familiar with the capacities and limitations of specific media formats, as well as learning to recognize and structure processes of reading and interpreting scientific texts and data (e.g. from different disciplinary contexts). Acquiring and testing specific skills and techniques of science communication will form the basis of this practice-oriented course.

## **6 Fachdidaktik und Vermittlungskompetenz**

### **Prof. Morkötter: Grundfragen der Fachdidaktik Englisch**

Grundkurs, 70233, Mittwoch 09.15 - 10.45 Uhr, UP1-HG-218

Inhaltliche Schwerpunkte: Gegenstand und Bezugswissenschaften der Fachdidaktik Englisch; Unterrichtskonzeptionen; Ziele und Inhalte des Englischunterrichts; didaktisch-methodische Grundstrukturen der Arbeit an Kenntnissen und der Entwicklung sprachkommunikativen Könnens; Lernorientierung im Englischunterricht.

### **Dr. Benitt: Kompetenzorientierter Englischunterricht**

Proseminar, 70267, Freitag 07.30 - 09.00 Uhr, UP1-HG-218

Die Lehrveranstaltung vertieft die im Grundkurs vermittelten Prinzipien des Lernens und Lehrens der englischen Sprache in Theorie und Praxis. Typische Unterrichtssituationen und -materialien werden analysiert, entwickelt und gestaltet. Der Erwerb sprachlicher Mittel wird dabei ebenso thematisiert wie die Herausbildung kommunikativer Fertigkeiten. Auch die Entwicklung interkultureller und methodischer Kompetenzen finden Berücksichtigung.

**Für alle Lehrämter außer Lehramt an Grundschulen.**

### **Dr. Benitt: Teaching English in the Primary School**

Proseminar, 70246, Freitag 09.15 - 10.45 Uhr, UP1-HG-218

This seminar will deal with various issues of teaching English at primary school level. We will look at teaching approaches and methods (e. g. task-based language learning), evaluate and design teaching materials, discuss the use of different texts and media and learn about classroom management techniques.

### **Dr. McCann: Aussprachekurs: How to sound (more) like a native speaker**

Hauptseminar, 70241, Mittwoch 09.15 - 10.45 Uhr, AB28-8028

The first step in being able to teach English effectively is the accurate reproduction of speech. However, many teachers do not receive extensive training in how to adopt and simulate a native English accent. This course is designed to help students approximate a clear and universally understood variety of spoken English: Received Pronunciation. Over the course of the semester, students will practice reproducing specific sounds and sound combinations to help them better refine their own English accent.

Each week, we will recite specific words, short sentences, and other small texts that will help you sound more like a native.

**Dr. McCann: Intercultural Competence: Literature and Learning in Ireland**

Hauptseminar, 70253, Mittwoch 11.15 - 12.45 Uhr, AB28-8028

This course will expand your skills in intercultural awareness and competence, with a specific focus on modern Ireland. It is designed to help you familiarise yourself with the personalities of the country, via some of its more modern literary and cultural productions. As the role of Ireland in EFL teaching continues to grow, it is all the more important to deepen your awareness and understanding of Irish culture. As teachers of English, it is critical that you develop your skills in deploying narrative empathy to help your students connect with different perspectives, to encourage their critical thinking, and to foster open-mindedness. Over the course of the semester, we will focus on key topics for selecting diverse literary works, designing activities that encourage dialogue and critical interpretation, and explore how stories engage both cognitive and emotional aspects of learning.

**Dr. Benitt: Planung und Gestaltung von Englischunterricht  
(SPÜ begleitend für LA Grundschule und Sonderpädagogik)**

Übung, 70276, Donnerstag 11.15 - 12.45 Uhr, AB28-8028 vom 09.04.2026 - 21.05.2026, 1 SWS

Diese Übung richtet sich an Studierende des Lehramts Grundschule, die im Wintersemester 2025/26 die schulpraktischen Übungen im Fach Frühbeginnender Englischunterricht absolvieren. Die Übung widmet sich der Planung und Gestaltung des kommunikativen kompetenzorientierten Englischunterrichts. Es werden verschiedene Aspekte der Unterrichtsplanung beleuchtet und das Schreiben eines Langentwurfs geübt. Darüber hinaus machen sich die Teilnehmenden mit verschiedenen Methoden des Englischunterrichts vertraut und lernen Aufgabenformate kennen, die das Sprechen im Rahmen eines einsprachigen Englischunterrichts fördern.

**Findet statt vom 09.04.2026 bis 21.05.2026, 1 SWS**

**Dr. Benitt: Task-Based Language Learning and Teaching**

Übung, 70271, Donnerstag 11.15 - 12.45 Uhr, AB28-8028 vom 04.06.2026 - 16.07.2026, 1 SWS

This course will deal with the concept of 'task' in the EFL classroom. We will explore the potential and challenges involved in task-based language learning and look at teaching materials and classroom videos to analyse task-based language teaching and learning in different contexts. Students will be asked to design micro-teaching units with tasks for different target learner groups.

**Findet statt vom 04.06.2026 bis 16.07.2026, 1 SWS**

**Drobek: Planung und Gestaltung von Englischunterricht (SPÜ-begleitend)**

Übung, 70261, Montag 07.30 - 09.00 Uhr, SCHW-HS, vom 13.04.2024 - 18.05.2026, 1 SWS

**Diese Übung findet begleitend zu den Schulpraktischen Übungen statt und richtet sich an Studierende, die einen Platz erhalten haben und vorwiegend an SPÜ-Teilnehmer:innen der LA Gymnasium und Regionalschule.** Nach einer allgemeinen Einführung in die Methodik des modernen Fremdsprachenunterrichts werden Bedingungsfaktoren des Fremdsprachenunterrichts beleuchtet, Lernstoffanalysen durchgeführt und methodisch sinnvolles Phasieren geübt.

Die Studierenden haben Gelegenheit, konkrete Unterrichtsprozesse für die schulpraktischen Übungen gemeinsam zu planen, planerische Alternativen zu entwerfen und Material für den Unterricht auszuwählen und zu gestalten. Durch das Schreiben von Unterrichtsskizzen und Langentwürfen wird der Blick für das sinnvolle methodische Handeln im Rahmen des kompetenzorientierten kommunikativen Fremdsprachenunterrichts geschärft.

**Findet statt vom 13.04.2026 bis 18.05.2026, 1 SWS**

**Drobek: Smells like teen spirit - Englisch lernen in der Pubertät**

Übung, 70256, Montag 07.30 - 09.00 Uhr, SCHW-HS, vom 01.06.2026 - 13.07.2026, 1 SWS

Die problembehaftete Sichtweise auf die Pubertät lässt so manche Englischlehrkraft verzweifeln. Wie gelingt es mit den Jugendlichen zu sprechen trotz scheinbarer Sprachlosigkeit und deutlicher Abgrenzung? Welche lehrplanbezogenen Inhalte sind für die Jugendlichen besonders interessant und wie vermittelbar?

Für den kompetenzorientierten Englischunterricht ergeben sich hohe Anforderungen, aber auch großartige Chancen, die wir in verschiedenen Unterrichtssequenzen beraten und erproben wollen. Eine scheinbare Ratlosigkeit weicht so zunehmend einem freudigen Staunen über die Vermittlung der englischen Sprache für alle Beteiligten aufgrund einer veränderten Betrachtungsweise auf die Pubertät und einer angepassten Unterrichtsgestaltung.

**Findet statt vom 01.06.2026 bis 13.07.2026, 1 SWS**

**Drobek: Planung und Gestaltung von Englischunterricht (SPÜ im Projekt)**

Übung, 70268, Montag 09.15 - 10.45 Uhr, SCHW-HS, vom 13.04.2026 - 18.05.2026, 1 SWS

**Die Übung richtet sich an die Teilnehmer:innen der Schulpraktischen Übungen, die einen Platz erhalten haben und die im SS 26 in Projekten tätig sein werden.** Ziele der Übung sind eine praxisnahe methodische Vorbereitung auf die Arbeit in den Schulen, die Erstellung von Projektplanungen sowie die Erarbeitung des vollständigen Materials in Vorbereitung auf die Projektwochen.

Zu Beginn werden theoretische Grundlagen der Projektarbeit in einem kommunikativen handlungsorientierten Fremdsprachenunterricht vermittelt. Die Teilnehmer:innen entwickeln eigene Ideen für die bevorstehenden Projekte im Rahmen der schulpraktischen Übungen und nehmen schrittweise in Gruppen die methodische Planung und Umsetzung vor.

**Findet statt vom 13.04.2026 bis 18.05.2026, 1 SWS**

**Drobek: Interkulturelles Lernen**

Übung, 70244, Montag 09.15 - 10.45 Uhr, SCHW-HS, vom 01.06.2026 - 13.07.2026, 1 SWS

Die pluringuale Kompetenz ist ein Ziel des kommunikativen kompetenzorientierten Englischunterrichts. Diese Kompetenz korreliert mit der interkulturellen kommunikativen Kompetenz und berücksichtigt neben der Eigen- und Fremdkultur auch die sprachliche Heterogenität der Lernenden. In dieser Übung sollen verschiedene Ansätze reflektiert und diskutiert werden. Eigene Unterrichtssequenzen werden ebenfalls ausprobiert.

**Findet statt vom 01.06.2026 bis 13.07.2026, 1 SWS**

**Drobek: Unterrichtsplanung konkret: Begleitung des Hauptpraktikums  
(für LA Regionale Schule und Gymnasium)**

Übung, 70242, Montag 11.15 - 14.45 Uhr, AB28-8028

Die Lehrveranstaltung richtet sich an Studierende der Lehrämter an Regionalen Schulen und Gymnasien, die derzeit ihr Hauptpraktikum durchführen oder dies für die kommende vorlesungsfreie Zeit planen. Die Übung soll Studierenden die Möglichkeit geben, das Hauptpraktikum im Fach Englisch begleiten zu lassen und untereinander in den Austausch zu konkret auftretenden Fragen der Unterrichtsplanung und -durchführung zu kommen. Die Lehrveranstaltung ist ein Zusatzangebot, das nicht an ein Modul gekoppelt ist. In Absprache mit den Studierenden sind aufgrund individueller Arbeitsweisen auch individuelle Termine möglich.

**Dr. McCann: Irish Eyes: Teaching Irish Culture in the Classroom**

Übung, 70282, Dienstag 11.15 - 12.45 Uhr, AB28-8023, vom 07.04.2026 - 19.05.2026, 1 SWS

Irish culture is undergoing a popular renaissance, with a consistent profusion of films, music, tv-shows, and literature being issued in the last decade. The old image of Ireland as a land of quaint myth and “simple folk” has rapidly been replaced with a new cultural confidence and importance. This is all the more relevant given the island’s membership of the EU, limited immunity from Brexit, and abiding connection with the USA. However, Ireland still uses administratively and culturally the oldest variety of overseas English in the world - Irish-English. Therefore, teaching about Ireland must tread with care. Intercultural sensitive is needed, not just proficiency with English. This course will explore how best to teach the culture and heritage of the island and its inhabitants, and offers students the chance to develop intercultural competences in their teaching practice. In small groups students will analyse Irish cultural products, and develop their own teaching ideas.

**Findet statt vom 07.04.2026 bis 19.05.2026, 1 SWS**

#### **Dr. McCann: Now and Then: Teaching Literary and Linguistic History**

Übung, 70279, Dienstag 11.15 - 12.45 Uhr, AB28-8023, vom 26.05.2026 - 14.07.2026, 1 SWS

Teaching in the EFL classroom is more complex than simply memorising phrases and translations. English has a varied and complex history that still exerts a force on the language today. Teaching English, therefore, must engage with the past and how it is used today. Issues of etymology can connect with those of politics, just as issues of culture can be of fundamental relevance for identity. This course will focus on the historical aspects of teaching English, specifically the language’s similarity to German, and how literary texts from the English past can be used effectively for teaching purposes. Students will analyse a range of historical examples of English and English culture, and will develop novel teaching ideas in small groups.

**Findet statt vom 26.05.2026 bis 14.07.2026, 1 SWS**

#### **Dr. Benitt/Drobek/N. N./N.N.: Schulpraktische Übungen**

Übung, 70273, an verschiedenen Schulen

Die schulpraktischen Übungen (SPÜ) ermöglichen den Lehramtsstudierenden, erste praktische Erfahrungen in der Schule während der universitären Ausbildung zu erlangen. In Gruppen von fünf bis sechs Studierenden und unter Anleitung und Begleitung durch DozentInnen der Fachdidaktik Englisch erhalten die Studierenden die Gelegenheit, die Planung eigener Unterrichtsstunden in der Praxis zu realisieren, sowie fremden und eigenen Unterricht zu reflektieren.

**Teilnahmevoraussetzung: erfolgreich abgeschlossenes Modul „Fachdidaktik Englisch 1“(2SWS)**

## **7 Sprachpraxis**

#### **Dr. Bowen: Sprachpraxis II: The Craft of Argument II**

Übung, 70331

Gruppe 1: Montag 09.15 - 10.45 Uhr, U69-H3-223

Gruppe 2: Montag 11.15 - 12.45 Uhr, U69-H3-223

The Craft of Argument II continues to examine argumentation in written and spoken English but, in contrast to the first half of the module, focuses on academic communication, in particular written genres used at the university. Students will look at how academic genres reflect academic practices, and improve their abilities to participate effectively in these practices. Particular attention will be paid to structuring term papers and formulating texts that reflect academic register.

#### **Cathrow: Sprachpraxis II: The Craft of Argument II**

Übung, 70335

Gruppe 1: Dienstag 09.15 - 10.45 Uhr, U69-H3-322

Gruppe 2: Dienstag 11.15 - 12.45 Uhr, U69-H3-322

Gruppe 3: Dienstag 13.15 - 14.45 Uhr, U69-H3-322

The Craft of Argument II continues to examine argumentation in written and spoken English but, in contrast to the first half of the module, focuses on academic communication, in particular written genres used at the university. Students will look at how academic genres reflect academic practices, and improve their abilities to participate effectively in these practices. Particular attention will be paid to structuring term papers and formulating texts that reflect academic register.

### **Vaughan: Sprachpraxis II: The Craft of Argument II**

Übung, 70330  
 Gruppe 1: Donnerstag 11.15 - 12.45 Uhr, U69-H1-025  
 Gruppe 2: Donnerstag 13.15 - 14.45 Uhr, U69-H1-025

The Craft of Argument II continues to examine argumentation in written and spoken English but, in contrast to the first half of the module, focuses on academic communication, in particular written genres used at the university. Students will look at how academic genres reflect academic practices, and improve their abilities to participate effectively in these practices. Particular attention will be paid to structuring term papers and formulating texts that reflect academic register.

### **Dr. McCann: Sprachpraxis II: Getting Grammar Right (for Primary Schools)**

Übung, 70305  
 Gruppe 1: Montag 09.15 - 10.45 Uhr, U69-H3-322  
 Gruppe 2: Montag 11.15 - 12.45 Uhr, U69-H3-322

This course is designed for future primary school teachers to further their studies in English grammar, vocabulary and skills. It focuses on an understanding of grammar as a functional use of language which creates rhetorical effects. In this view, writers make active choices that influence their readers just as teachers make active choices about the language they use with their students. Special attention is given to applying prior studies in linguistics and pedagogy as well as to developing students as reflective, self-directed learners. The course also provides opportunities to try out English teaching ideas in team teaching practices and reflect on the process.

### **Dr. McCann: Sprachpraxis III: Self Talk: Presentation Skills in English**

Übung, 70323, Dienstag 09.15 - 10.45 Uhr, AB28-8023

“If you cannot say what you mean, you can never mean what you say” - is an adage one must live by. Being able to communicate effectively is essential in professional life. This course will introduce you to advanced techniques of research, construction, and delivery for oral presentations. It will build upon your prior knowledge and experience of speaking English in formal contexts, enabling you to further develop your skills and abilities. While we will cover a range of formats and styles, the focus will be on the formal academic presentation. Active participation in this class is essential, and you will be asked to deliver several presentations on a range of topics over the course of the semester.

### **Dr. Bowen: Sprachpraxis III: Public Speaking & Speech Writing**

Übung, 70333  
 Gruppe 1: Mittwoch 09.15 - 10.45 Uhr U69-H3-223  
 Gruppe 2: Mittwoch 11.15 - 12.45 Uhr U69-H3-223  
 Gruppe 3: Donnerstag 09.15 - 10.45 Uhr U69-H3-223

Speaking clearly and confidently in public is an essential skill for numerous professions, including teaching. This course aims to give students the theoretical background needed to understand spoken forms of rhetoric and to offer them the opportunity to present and prepare examples of public speaking. In the class students will learn how to analyse and model speeches and how to improve their skills in argumentation, formulation, and delivery. Perhaps most importantly the class will aim to provide a

friendly environment where students will feel comfortable speaking in front of others and receiving feedback.

### **Spohr: Sprachpraxis III: Informing & Instructing**

Übung, 70332  
 Gruppe 1: Dienstag 11.15 - 12.45 Uhr AB28-8028  
 Gruppe 2: Donnerstag 15.15 - 16.45 Uhr U69-H3-322

In this course, we will learn how to use English to convey information in a structured manner, instruct others, and lead fruitful group discussions. The focus will be on successful facilitation of group interactions and clear communication. There will be both theoretical and practical components, so come to class prepared to participate actively.

### **Dr. Bowen: Sprachpraxis IV: Translation: German-English II**

Übung, 70371  
 Gruppe 1: Dienstag 09.15 - 10.45 Uhr, U69-H3-223  
 Gruppe 2: Dienstag 11.15 - 12.45 Uhr, U69-H3-233

In this course, students will consider the practice of translation as a form of socially situated text production. To this end, they will explore the distinct exigencies, norms and strategies involved in a variety of context-based translation activities. In particular, we will look at a range of literary translation practices, including children's literature translation, drama translation, and the translation of poetry. We will also look at several kinds of 'functional' translation, placing particular emphasis on community translation (e.g. hospital and court translation). This course complements Translation German-English I, although students are NOT required to have taken the first course.

### **Vaughan: Sprachpraxis IV: Blogging: Reflect, Share and Debate Online**

Übung, 70324  
 Gruppe 1: Montag 11.15 - 12.45 Uhr, UP3-SR116  
 Gruppe 2: Montag 13.15 - 14.45 Uhr, UP3-SR116

"Blog" is a blend of two terms: 'web' and 'log'. Blogs have taken the interactive, liberating, democratising aspects of the internet and pushed the envelope even further. Whereas 23 'weblogs' were recorded as existing at the beginning of 1999, this platform is now utilised by over 100 million immensely varied individuals, groups, and organizations. Blogs enable people to reach out to and engage with others, to transcend and permeate every genre and every aspect of the mass media; Rebecca Blood has described them as transforming "both writers and readers from "audience" to "public" and from "consumer" to "creator." (Blood, Rebecca. "Weblogs: A History and Perspective", Rebecca's Pocket. 07 September 2000. 26 July 2010. ([http://www.rebeccablood.net/essays/weblog\\_history.html](http://www.rebeccablood.net/essays/weblog_history.html))). Accordingly, this course will enable you to become such a 'public creator', a member of the blogosphere; it aims to both improve your reading and writing skills, particularly with regard to developing effective argumentative techniques, and enrich your active and passive vocabulary in the process. This will involve writing entire blogs of your own and commenting on other blogs.

### **Dr. Bowen: Transculturality & Translation (BATS)**

Übung, 70361, Donnerstag 11.15 - 12.45 Uhr, U69-H3-223

This class takes a hands-on approach to exploring whether the concept of transculturality can be better defined and understood in relation to translation. By its very nature, translation accepts the possibility of transformative cultural transfer, while necessarily recognising the coexistence of distinct languages and cultures, however permeable they may be. While the course introduces students to the relationship between transcultural studies and translation theory, its main focus is to provide students with practical insight into how translators mediate between cultures. In other words, how do they negotiate between foreign texts and domestic readers? Ideally, this process not only transports a text into another culture,

but also de-centres and desacralises the target language. This creates a space in which the foreign can be recognised on its own terms. To gain this insight, we will examine numerous English and German translations to see how translators have overcome the challenges of making foreign texts accessible. Most importantly, we will translate relevant German and English texts, both functional and literary, to experience the challenges of remaining faithful to two languages and to establish the extent to which translation facilitates cultural interaction.

## **8 Master British and American Transcultural Studies**

### **Prof. Crane: Littoral Zones (BATS)**

Hauptseminar, 70219, Mittwoch 09.15 - 12.45 Uhr, UP3-SR116

The shoreline, the liminal site between the land and the ocean, seems a particularly apt space from which to contemplate the intersections between environment, labour, and the infrastructures that mediate flows of power, resources, information, and waste products. Moreover, the world's littoral zones mark places where the climate crisis makes landfall, with rising tides and degraded defenses laying bare current and future vulnerabilities.

This seminar centres zones of contact: Our interest will be directed towards a set of sites including the beach, coasts, archipelagoes, atolls, wetlands, ports, etc. that stage earth/water matters. In doing so, we will address thematic issues broaching tensions such as leisure and industry, pleasure and pollution, industry and infrastructures.

A *Reader* with a selected bibliography will be provided at the beginning of the course.

### **Becker: Materials of Modernity (BATS)**

Hauptseminar, 70197, Freitag 09.15 - 10.45 Uhr, UP3-SR116

This seminar explores how materials have shaped culture, society, and everyday life from the early modern period to the present. Adopting a diachronic perspective, we will examine a range of materials that have become integral to modernity, including rubber, coal, cast iron, aluminium, plastic, petroleum, and lithium. Our discussions will focus on the cultural and economic histories of these substances, and trace how they entered European and U.S. markets through colonial, imperial, and extractivist practices, which often produced environmental pollution, social injustices, and violence.

We will further analyse material artefacts made from these substances - like cars, toys, grocery bags, mobile phones, to name just a few - tending to both their practical uses and their symbolic meanings. We will ask questions such as: How does a material become indispensable? How do its aesthetic, industrial, and ideological functions shape the way people live, work, and imagine their futures? Combining cultural studies methodologies with perspectives from environmental humanities, post-colonial theory, material culture studies, and science-and-technology studies, this seminar highlights how materials have influenced modern industries, infrastructures, consumption, and cultures.

Secondary readings and sources will be provided via Stud.IP.

### **Dr. Kähm: Standardisation in the History of English (BATS)**

Hauptseminar, 70011, Mittwoch 11.15 - 12.45 Uhr, UP3-SR116

This graduate seminar explores how English and which varieties thereof became "standard" - and why these processes have never been straightforward. Starting with the emergence of a supraregional written variety of "Late Old English", we will trace how these early attempts to standardize language were followed by centuries of mainly unrestrained diversification, before renewed efforts towards uniformity emerged in the fifteenth century. Students will examine the linguistic, historical and social forces that shaped these changes, studying developments in spelling, grammar and phonology, as well as the technologies and cultural attitudes that underpinned them. Methods will include close analysis of texts and artefacts from different periods, corpus-based investigation and engagement with various frameworks and theories of language standardization. We will then turn to the present day and assess Standard English(es) in national and global contexts. The seminar will conclude with a look at the latest

developments and a critical discussion of the impact of LLMs and AI-assisted language tools on linguistic norms and our perception of language standards in the future. Please note: A substantial amount of reading will be required.

### **Dr. Bowen: Transculturality & Translation (BATS)**

Übung, 70361, Donnerstag 11.15 - 12.45 Uhr, U69-H3-223

This class takes a hands-on approach to exploring whether the concept of transculturality can be better defined and understood in relation to translation. By its very nature, translation accepts the possibility of transformative cultural transfer, while necessarily recognising the coexistence of distinct languages and cultures, however permeable they may be. While the course introduces students to the relationship between transcultural studies and translation theory, its main focus is to provide students with practical insight into how translators mediate between cultures. In other words, how do they negotiate between foreign texts and domestic readers? Ideally, this process not only transports a text into another culture, but also de-centres and desacralises the target language. This creates a space in which the foreign can be recognised on its own terms. To gain this insight, we will examine numerous English and German translations to see how translators have overcome the challenges of making foreign texts accessible. Most importantly, we will translate relevant German and English texts, both functional and literary, to experience the challenges of remaining faithful to two languages and to establish the extent to which translation facilitates cultural interaction.

## **9 Culture-Ecology-Change**

### **Prof. Schmitt-Kilb: Imagining the Future in Transhistorical Diachronic Fictions: Dystopia, Utopia, Archaeologies of the Future (CEC)**

Hauptseminar, 70134, Donnerstag 15.15 - 16.45 Uhr, UP3-SR116

Why is it so difficult to imagine a utopian alternative to the world we live in? In this course, we will discuss concepts such as Utopia and Critical Utopia, Dystopia and Critical Dystopia, and their political relevance to our crisis-ridden present. Against the backdrop of these discussions and in order to probe the potential and the limits of these terms, we will read several novels that make use of diachronic narration in transhistorical settings: Jeannette Winterson's *The Stone Gods* (2007), David Mitchell's *Cloud Atlas* (2004), Sarah Hall's *Helm* (2025), or T. C. Boyle's *A Friend of the Earth* (2000). All of these works place human characters in scenarios that transcend their time scale and that of the conventional novel. The course may help us to throw into relief our crisis of the imagination as much as the necessity to recover a sense of utopianism in an environment characterized by a version of "realism" (Mark Fisher), where the end of the world is easier to imagine than the end of capitalism.

### **N. N.: Science Communication (CEC)**

Übung, 70379, Blockseminar, Zeiten folgen

This course, which will be held in English, aims to develop skills to facilitate the communication of scientific knowledge to a broader audience. Topics will focus on ecological sustainability, as well as culture and change in times of environmental crises. Students will learn to contextualize scientific findings and to reach different audiences with specific tools. Part of this process will entail becoming familiar with the capacities and limitations of specific media formats, as well as learning to recognize and structure processes of reading and interpreting scientific texts and data (e.g. from different disciplinary contexts). Acquiring and testing specific skills and techniques of science communication will form the basis of this practice-oriented course.

### **Schilling: Praktikum Culture-Ecology-Change**

Praktikumsveranstaltung, 70466

Termine nach Bedarf.

This colloquium forms part of the internship module for the M.A. Culture, Ecology, Change. Students will actively engage involved in hands-on learning. They will complete their internship, gain practical experience in relevant projects and apply their knowledge from other CECcourses. The module introduction session will be asynchronous. The final mandatory presentation session allows students to present and discuss their experiences and receive feedback from their peers. The dates of the presentation sessions will be announced closer to the beginning of the term.

## **10 Berufsvorbereitendes Lektüremodul**

### **Berufsvorbereitendes Lektüremodul (Lehramt an Regionalen Schulen und an Gymnasien)**

**verantwortlich:**

Becker

**Lehrende:**

Becker, Prof. Schmitt-Kilb, Prof. Schulte

*Kolloquium Linguistik*

Prof. Schulte, 70303, Termine werden noch bekannt gegeben

*Kolloquium Kultur*

Becker, 70303, Donnerstag 17.15 - 18.45 Uhr, UP3-SR116

*Kolloquium Literatur*

Prof. Schmitt-Kilb, 70303, Termine werden noch bekannt gegeben

Der Regelprüfungstermin für das Lektüremodul sowohl im Lehramt an Regionalen Schulen als auch im Lehramt an Gymnasien ist das 9. Semester.

Beachten Sie die unterschiedlichen zwingenden Teilnahmevoraussetzungen:

- Lehramt an Regionalen Schulen: Sie haben mindestens zwei der drei Module Vertiefung I der Fachwissenschaften Literaturwissenschaft, Kulturwissenschaft und Sprachwissenschaft erfolgreich abgeschlossen bzw. erwarten eine positive Bewertung der Modulprüfung.
- Lehramt an Gymnasien: Sie haben die drei Module Vertiefung I der Fachwissenschaften Literaturwissenschaft, Kulturwissenschaft und Sprachwissenschaft erfolgreich abgeschlossen bzw. erwarten eine positive Bewertung der Modulprüfung.

Die Details zur Ausgestaltung der Module entnehmen Sie bitte den ausführlichen Modulbeschreibungen auf der Homepage der Philosophischen Fakultät im Bereich Lehramtsstudium. Weitere Konkretisierungen erfolgen in der ersten Sitzung zu Beginn des Semesters.

Beachten Sie die unterschiedlichen Seminarzeiten. Eventuell wird die jeweilige Lehrperson weitere Absprachen zu den Kursterminen mit ihnen treffen.