

Anglistiktag 2025

Programme Booklet

Track A: Environmental Humanities and Sustainability Education

Room: R11 T03 C05, 3rd floor

Monday, Sept. 22 - Session I: 14:00-15:30

Roman Bartosch, Sina Derichsweiler (both University of Cologne):

“Triggers as Tasks: The Democratic Value of Controversy and Conflict in Sustainability Education”

- Presentation -

Upon its curricular implementation as a transdisciplinary cross-cutting concern, sustainability education has moved from a predominantly science-oriented endeavour to one that incorporates subject-specific approaches from literary and cultural education, amongst other things (e.g. Surkamp 2022; Römhild 2023). With our presentation, we want to take stock of these developments and contribute to advancing sustainability education in ELT contexts as a form of political and cultural learning beyond the narrow frame of sustainable development. This, we argue, also adds to understanding better the relationship between English Studies and the public, and the role of English Language Teaching for public and political discourse.

We will present our approach of “agonistic education” (Derichsweiler 2024; Bartosch 2022) as an avenue for making productive use of the inescapable controversies and conflicts associated with sustainability and, instead of glossing over these in the hope of changing attitudes and behaviour, use their potential for a reflexive practice of cultural and democratic learning. Specifically, we want to discuss a task-based approach that draws on Steffen Mau et al.’s (2024) idea of “trigger points” and uses the “triggers” identified there and elsewhere for the collaborative task design of creating a “trigger matrix.” This matrix, we will show, allows for more viewpoint diversity and the inclusion of opposing and marginalised voices and perspectives, and it has the potential to support the critical and reflexive thinking about the role of languages, cultures and media in times of increasing conflict and polarisation.

Jan Rupp (University of Giessen):

“Anglophone Studies beyond the Page: Navigating Performance Ecopoetry as Socioecological Praxis”

- Presentation -

Calls for public engagement have been especially pressing in the study of environmental literature, envisioning an “ecopoetics beyond the page” (Rigby 2020, 191) to extend acts of writing and reading into novel forms of socioecological praxis under the sign of the ‘activist humanist’ (see Levine 2023). In terms of genre, a new type of performance ecopoetry (see Rupp 2025), with its prominent place on the circuits of international climate action, is arguably spearheading this holistic praxis as one that involves writers, critics, activists and political decision-makers. Taking its cue from the work of Kathy Jetñil-Kijiner and Yrsa Daley-Ward, among others, the proposed paper will further explicate the trajectory of performance ecopoetry as well as discuss its interdisciplinary and praxeological challenges. As I will show, performance ecopoetry holds a particular promise because of its personal and private as well as public character, which may render abstract notions of planetary change concrete

and convey metonyms of global developments to potentially distant audiences. Capitalizing on the spoken voice for presence effects and affect, as well as on multimodal texture and social media use, many recent poems work towards creating a global public sphere to attend to the planet's environmental crisis. To replicate these moves, I will argue, performance ecopoetry needs to be situated within Anglophone world writing, cutting across as well as reassessing the regional spectrum and canon of Anglophone Studies. A similar potential to engage disciplinary (sub-)fields in dialogue over new forms of creative praxis arises in the environmental literature classroom.

Julia Libor (Independent Scholar):

“Visibility and Activism: Being a Female Independent Scholar in the Anthropocene”

- Presentation -

Who speaks for women? Who speaks for nature? The objective of this paper is to illuminate the vital contributions of women to ecofeminism and environmentalism. These areas, despite their significance, are often overlooked in academic discourse. Thus, it is crucial that these voices of women are heard and valued. A common practice in academia involves presenting these themes at conferences, yet this practice prompts a range of inquiries, including the important question: how inclusive are these events really?

Consequently, the discussion is held against the background of independent scholarly work on women in music, highlighting voices that need to be heard in the Anthropocene as it is crucial to re-contextualise women's depictions of nature and how it can be linked to environmental activism.

Ultimately, this paper will merge activism, visibility, and academic discourse to emphasize the interrelationships between the visibility of women and the natural world today.

Monday, Sept. 22 - Session II: 16:00-17:00 (Part I) and

Tuesday, Sept. 23 - Session III: 09:00-10:00 (Part II)

Nadine Böhm-Schnitker (University of Erlangen-Nuremberg), Monika Class (Lund University; University of Mainz), Susanne Wagner (University of Mainz):

“Form in the Environmental Humanities: Addressing the Knowledge-Action Gap in Literary and Cultural Studies, Linguistics and Language Teaching”

- Round Table with short position papers by contributors -

Taking our cue from this year's focus on 'Debates and Public Interest: Insights from Anglophone Studies,' we suggest to explore the ways in which the different fields in Anglophone Studies contribute to overcoming climate-change denial and stirring up action for the mitigation of climate change. It is accepted that the humanities are needed to support the climate sciences in the communication and meaning making of sustainability transformations (e.g. Hoydis, Bartosch, Gurr). Bringing together literary and cultural studies, linguistics and didactics, we argue that one key contribution to the environmental humanities is our core area of expertise – form. Based on the premise that we think in/with forms – be they frames (Lakoff), cultural models (Strauss and Quinn), metaphors (Lakoff/Johnson), discourse analyses (Bakhtin/Foucault), genres (Frow), climate lyricism (Song), ecolinguistics (Stibbe), or ecopoetics (Fiedorczuk, Newell, Quetchenbach, Tierney) to name but a few – we intend to elucidate the ways in which we may bridge the knowledge-action gap by way of analyzing which forms bar our access to action and which ones might alleviate it. What forms of communication do we research as a means of sustainability transitions? Why does much of the environmental humanities focus on storytelling? What opportunities and risks do certain forms entail for the

communication of climate change in Anglophone Studies? What dominant power structures might certain forms reproduce? What “formal” strategies inside and outside of the classroom help to overcome the knowledge-action gap?

After individual 10-minute position papers, we would like to collect our findings in a discussion and Q&A.

Tuesday, Sept. 23 - Session IV: 14:30-16:00

Marion Schulte, Madeline Becker, Nora Benitt, Christian Schmitt-Kilb (all University of Rostock):
“Places under Threat: How Anglophone Studies Can Contribute to Public Discourse on Anthropogenic Environmental Studies”

- Round Table with short position papers by contributors -

In this panel, we will hear from scholars of cultural studies, literary studies, English language teaching, and linguistics in short talks (7 minutes each), who will explore the perspectives of the individual disciplines on the discourses dealing with different types of threatened places from forests to the Arctic. We will then address questions that focus on the potential and limits of a combined contribution of these disciplinary perspectives in Anglophone Studies, looking both at research and teaching, in a panel discussion with these speakers (c. 30 minutes). In a final round, we would like to open the debate to the audience and discuss questions and comments for another c. 30 minutes.

Tuesday, Sept. 23 - Session V: 16:30-18:00

Raphael Zähringer (University of Tübingen):
“Understanding Crisis: Contributions from Anglophone Studies”

- Discussion Group -

In contemporary society, crisis has become a defining framework that shapes our understanding of society, so much so that it has been labelled as the most pervasive episteme of modernity (cf. Hardt and Negri 2000; Nassehi 2012). From climate change and migration to political polarisation and pandemics, and various social issues (e.g., ‘Kita-Krise’), crises dominate public discourse and shape collective and individual identities (cf. Morash 2012). Yet, especially considering the excessive but unreflexive use of the term in the media, crises are not ‘given’; they are ‘made,’ i.e., socially constructed, mediated, narrated (cf. Roitman 2013; Nünning and Nünning 2020) and interpreted within specific historical, cultural, and linguistic contexts. This discussion group seeks to explore the potential of Anglophone Studies, as a multidisciplinary field encompassing literary and cultural studies, linguistics, and English language education, to enhance our comprehension of this pervasive concept.

Objectives:

- To critically examine how crises are ‘made’ through discursive, cultural, and educational practices.
- To identify common ground and unique perspectives across subfields in Anglophone Studies.
- To explore practical ways our discipline can contribute to public debates about crisis, offering critical, contextualised insights.
- To foster interdisciplinary collaboration by integrating insights from across our subfields to engage with the dynamics of crisis in both historical and contemporary contexts.

Track B: Literary and Cultural History – Present-day Debates

Room: R11 T03 C82, 3rd floor

Monday, Sept. 22 - Session I: 14:00-15:30

Joshua Elwer (University of Leipzig):

“James Joyce and the Everyday Relevance of Fiction”

- Presentation -

Within the multifaceted works of James Joyce, there is an ordinary phenomenon at play in the texts from *Dubliners* to *Finnegans Wake*: transmission. Speakers using the words of other speakers in their own discourse is an occurrence in both Joyce’s fiction and in our everyday lives. Even when an utterance is verbatim repeated by a speaker, there is always a new context surrounding the original utterance that gives it a fresh meaning.

The study of form in literature may seem far-removed from our current political debates. However, with contemporary thinkers such as Caroline Levine, we see how formalism can, and indeed must, be injected with a political dimension. In a post-truth era, fiction has its place in our world. Joyce’s texts are, naturally, infused with political content. One can consider the Citizen in *Ulysses* or the short story “Ivy Day in the Committee Room,” to cite a few salient examples. Despite roughly a hundred-year gap between Joyce’s time and our own, we can extrapolate from the study of form in literature, Joyce’s fiction in particular, an innovative way of interpreting the pressing issues of our time. Using Joyce’s fictional works as a starting point, this presentation will investigate how a specific form of discourse, transmission, can be transferred to our everyday political environment. By bridging the fictional and everyday realms, this presentation will argue that the study of literature is indeed pertinent to the political milieu in which we are embedded.

Thomas Kullmann (University of Osnabrück):

“Contemporary Debates on (Post-)colonialism and 19th-century Anglo-Indian Texts”

- Presentation -

When looking at debates on India’s colonial past, we come across clear-cut statements: ‘The Indians’ (taken as a homogeneous community) were economically and culturally oppressed by the British colonizer who used their power to steal India’s resources and divert them to Britain. This asymmetric relationship, we are told, is still going on in postcolonial times, as the structures established by the British still work as means of maintaining the superiority of “the West.” We are also told that this power structure is based on an orientalist discourse which constructs ‘the East’ as ‘other’ and thus gives ‘the West’ a positional superiority. An examination of 19th-century writing, however, will tell us that things are not as simple as that. We find evidence, for example, of at least three different conceptions of, or discourses on, the role of the British in India. The discourse favoured by the colonial administration was certainly that of a rationalism which considered itself enlightened: The Indians were perceived as backward and in need to be educated, most importantly in the areas of science, technology and commerce. Another discourse is the missionary one: India needs to be Christianized so that the souls of “the heathen” might be saved, but also because any moral and material deficiencies were ascribed to the Indians’ worshipping the wrong gods, and practising religion in the wrong way. A third discourse, which might properly be called “orientalist,” is that of an intellectual curiosity with regard to the wealth of Indian literary and cultural traditions, available in a huge amount of ancient texts written in Sanskrit, Persian and other languages. Examining Anglo-Indian writing allows us to trace the various and sometimes passionate debates conducted in the 19th century, debates in which the Europeans were

joined by native Indians who often affiliated themselves with one of the three discourses mentioned. The independence movement and the foundation of the Indian National Congress, for example, clearly emerged from the discursive tradition of rationalism.

My suggestion is that we need to examine discussions on India and things Indian conducted in colonial times more thoroughly, in order to provide informed interventions into current debates. To this end we at Osnabrück University are in the process of compiling a database which provides a classified bibliography of pre-1918 writing on India, together with links to the vast amount of online material available.

Janice Bland (Nord University, Norway):

“The Ideology of Inequality – Past and Present: *The Life of Frederick Douglass* and *Mary’s Monster*”

- Presentation -

On the understanding that the imaginative scope of literature can open a doorway to dissimilar and diverse perspectives and interculturality, I advocate for a wide educational remit for English language and literature education, embracing aspects of literary studies, cultural studies, applied linguistics, education studies and teaching methodology. My case will be exemplified by two recent young adult texts and their affordances in the light of the ‘ideology of inequality’ (Zick, Küpper & Hövermann, 2011). These are: *The Life of Frederick Douglass: A Graphic Narrative of a Slave’s Journey from Bondage to Freedom* and *Mary’s Monster: Love, Madness and How Mary Shelley Created Frankenstein*. The first a graphic novel and the second an illustrated verse novel, the protagonists in these stories, Frederick and Mary, are fictionalized first-person narrators, yet the peritextual information works to underpin the nonfiction nature of the texts. The ideology of inequality refers to ‘when outgroups, social groups with which individuals do not identify, are considered to be of lower status’ (Bland, 2022, p. 40). In the nineteenth century, Frederick Douglass and Mary Wollstonecraft Shelley both used their writing to fight the cruelty of power inequality, with its dehumanization, humiliation, prejudice and oppression. In a world where minoritized groups are still struggling for full equality, an #ownvoices graphic novel (author David Walker and illustrator Damon Smyth are both biracial) and a feminist allegory (authored and illustrated by Lita Judge) are strongly relevant, I will argue, in the fight against the pain of unequal power, marginalization and migration.

Monday, Sept. 22 - Session II: 16:00-17:00

Tim Sommer (University of Munich):

“Disciplinary History as Cautionary Tale: German Anglophone Studies and the Public Sphere, 1933–1945”

- Presentation -

Making sense of the role of German Anglophone Studies in the contemporary public sphere requires an awareness of the ways in which the field has positioned itself vis-à-vis political and social debates in the past. Revisiting one of the darker chapters in that disciplinary history, the proposed paper offers an analysis of how, during the 1930s and 1940s, practitioners of Anglophone Studies responded to the National Socialist politicization of public discourse. This story is by and large one of ideological self-alignment and cooptation (see Hausmann 2003; Sommer 2023). The paper retraces the different dynamics and effects of this process in what during the period were (or became codified as) the field’s major sub-disciplines: (historical) linguistics, literary studies, and language education. Using one representative publication from each of these three areas (Beer 1939; Deimel 1936; Eckloff 1938), I dissect the strategies which representatives of Anglophone Studies employed in order to make their

respective research agendas speak to then current debates about politics, nationhood, and race. What underlies such strategies, I want to argue, are attempts at disciplinary self-legitimation—efforts to assert a link between the university and the wider public and thus to demonstrate what in modern parlance would be termed “relevance” and “social reach.” The history of such collective and voluntary ingratiation offers a cautionary tale for Anglophone Studies in our own twenty-first-century present. It illustrates the pitfalls of a radically diminished distance between academic and public discourse while also highlighting the value of intervention, activism, and resistance.

Pascal Fischer (University of Bamberg):

“The ‘Perversity of Brilliance’ Revisited: How Literary Sensibilities Can Distort Moral Judgments”

- Presentation -

This talk seeks to contribute to understanding why literary scholars often reach questionable moral conclusions about historical and political events. Revisiting the controversy surrounding Hannah Arendt’s *Eichmann in Jerusalem* (1963), I engage with Norman Podhoretz’s article “Hannah Arendt on Eichmann: A Study in the Perversity of Brilliance,” published in *Commentary*, in which he accuses his friend of a lack of moral clarity, particularly in her assessment of Eichmann’s personality and the alleged cooperation of the Jewish Councils (*Judenräte*) in the Holocaust. According to Podhoretz, it is Arendt’s “sophisticated modern sensibility,” shaped by literature and philosophy, which fosters a fascination with “moral ambiguity” and paradox, that has led to her skewed judgment of guilt and responsibility. In her attempt to emulate the paradoxical sensibility of modern literature and to display her own intellectual brilliance, Arendt has distorted the relationship between perpetrator and victim. To fully appreciate the force of his trenchant analysis, I situate his argument within two key post-WWII intellectual contexts. The first is a tradition of literary criticism, exemplified by Lionel Trilling, that glorified complexity and ambiguity as hallmarks of literary quality. The second is psychological research, such as Else Frenkel-Brunswik’s studies, which identified “intolerance of ambiguity” and a preference for simplified dichotomies as traits of “the authoritarian personality.” Podhoretz’s critique provides an important corrective to the notion that intellectuals inherently possess a more sophisticated understanding of historical processes. One takeaway for literary scholars might be the need to question their own priors and intellectual frameworks when engaging in historical and contemporary debates.

Tuesday, Sept. 23 - Session III: 09:00-10:00

Juliana Beykirch (Newcastle University):

“Beyond *Richard III*: Recovering Disabled Performers in Early Modern England”

- Presentation -

Recently, literary scholars and theatre practitioners have turned towards scrutinising depictions of disability in early modern English drama, particularly in canonical texts like Shakespeare’s *Richard III*. While they have done vital work in interrogating early modern attitudes towards disability, so far, these efforts have exclusively been directed towards depictions of disability written and performed by non-disabled authors and actors. The contributions of early modern performers with disabilities, meanwhile, have remained unexplored.

In this paper, I introduce performers like Jeffrey Hudson, a masque performer at the court of Charles I, Mrs Sastry, a ‘giant’ acrobat and operator of a booth on late seventeenth-century London’s fairgrounds, and Daniel Cajanus, a celebrated pantomime ‘giant’ on the eighteenth-century London stage. I argue that the story of the involvement of disabled performers in theatrical, cultural, and literary practice is not one of a ‘rise’ from absence to presence but that of a continuum. Disabled performers were

frequently involved in the devising of the parts they played, with their performance skill and their popular success bringing about generic change.

I argue for an approach which combines methodologies from both literary and cultural studies, an approach which decentres the (canonical) text, positions it not as the creation of a single author but as a collaborative effort, and reads it in dialogue with material evidence of wider cultural production. The insights generated by such an approach do not only increase our knowledge of literary and cultural history but also help illuminate present-day debates about representation and inclusivity.

Katrin Röder (TU Dortmund University):

“Debating Ambiguity, Polyphony, Relationality and Poiesis in Literary and Cultural Studies: *Gulliver’s Travels* and the Narrative Aesthetics of Atypical Minds and Bodies”

- Presentation -

Taking its cue from Jens Martin Gurr’s demonstration of the role of literary studies in ‘understanding public debates in present-day pluralist democracies’ (2024, 1), this paper explores the relevance of literary and cultural studies in historicizing, contextualizing and problematizing practices of Othering and normativization that inform conceptualizations of bodies and minds as well as stereotypical assumptions about the past and present.

Viewing democracy as an ongoing process and a ‘way of being’ (Papacharissi 2021, 38) that is characterized by its ‘continual use’ of cultural strategies, this paper argues that techniques like close reading and reparative reading (Eve Kosofsky Sedgwick) enable an open-ended, ongoing dialogue about diversity-related topics. As the recent and very timely development of a ‘narratology of diversity’ (De Muijnck et al. 2024, 15-17) focuses on text examples from the 20th and 21st centuries, the relevance of literature from other periods of literary history still needs to be addressed. This paper argues that a questioning of standards pertaining to bodies and minds and of essentialist categories of ‘superiority’ and ‘inferiority,’ ‘femininity,’ ‘masculinity’ and (human) perfectibility was already under way in the early 18th century, a period that is often understood as being limited to an uncritical celebration of rationalism, individualism, patriarchal authority, nationalism and colonialism. This paper argues that close and reparative readings of classics like Jonathan Swift’s *Gulliver’s Travels* are democratic practices that enable us to question essentializing concepts and classifications and to critically reflect on simplified notions of the past, present and future.

Tuesday, Sept. 23 - Session IV: 14:30-16:00 - CANCELLED

Track C: The State of the Discipline

Room: R11 T04 C26, 4th floor

Monday, Sept. 22 - Session I: 14:00-15:30

James Dowthwaite, Rainer Emig (both University of Mainz), Julia Boll (University of Bonn), Roselyn Irving (University of Mainz), Evi Heinz (Humboldt University):

“English Studies in Germany and the UK: A Round Table on Correspondences, Institutional and Critical”

- Round Table -

The purpose of this round table is to address points of correspondence between English Studies in Germany and in the UK. Although the institutional connections have changed radically since Brexit, there remain key points of contact, in terms of research networks, personal contacts, the practice of literary criticism, theoretical discussion, and institutional issues. While we will outline and address some of these points in our discussion, our focus will more be on the current state of the relationship between the academic systems. We are particularly interested in discussing where we think English studies in Germany could benefit from closer collaboration with British academia and, equally, where it benefits from its distance from it. All participants have postgraduate experience in the United Kingdom.

There are two, related, aspects to the round table. The first is institutional, concerning the extent to which academic structures are points of commonality or convergence between Germany and Britain. Examples here include the nature of employment structures, research networks, internationality, and insularity. The second aspect is the practice of English studies, both teaching and research. Some of the questions we will address are: if we share a discipline across national and institutional boundaries, how much correspondence is there? How much should there be? To what extent are institutional problems shared? To what extent can the solutions be shared? What is our shared disciplinary future? At the end of our discussion, we will open up to the audience to ask for their experiences and reflections regarding these questions.

Monday, Sept. 22 - Session II: 16:00-17:00

Monika Kirner-Ludwig, Dorothee Birke, Christoph Singer (all University of Innsbruck):

“Aftermaths of the Pandemic in University Education: Interdisciplinary Explorations of Challenges and (Creative) Opportunities”

- Open Discussion Panel -

Five years after the peak of the COVID-19 pandemic in Europe, we as educators continue to observe, address and adjust to the profound impact on our students’ mental resilience and their capacity in coping with their everyday workloads and challenges. As scholars joining literary, cultural and linguistic expertise, we want to explore the possibilities our disciplines offer both to ourselves and our students to reflect on and communicate experiences from stress to distress.

In a round table discussion, we would like to address two larger questions, one ethical, one formal: firstly, where lie the responsibilities of educators in addressing these experiences? Secondly – inspired by the question whether storytelling can help to foster well-being and mental health literacy – we want to explore the potential of harnessing creative composition as a tool to support students in confronting, reflecting on and dealing with the aftermaths of the pandemic? We would like to bring to the forefront questions pertaining to how (transmedial) narratives, particularly in our post-pandemic world, reflect

on the collective and individual experiences of a global crisis. What does such a storytelling look like, in what forms and facets does it emerge? We will present some examples of exercises – informed by our respective backgrounds in linguistics, cultural and literary studies – that we have explored in cooperation with the creative writing club at the University of Innsbruck. We will also (already in advance of the conference) invite colleagues to share their ideas and experiences.

Tuesday, Sept. 23 - Session III: 09:00-10:00

Christian Mair (University of Freiburg):

“English Studies in the Public Eye, 2010 to Date: Lessons from a Distant-reading Exercise”

- Presentation -

Inspired by the 2025 AT's motto, I have surveyed the twenty-billion-word *News on the Web (NoW)* corpus for references to the topics many of us are concerned with in our research. The depressing result is that, mostly, they are absent from public discourse. Socio(-)phonetics (and its derivatives) polls 7 attestations, socio(-)linguistics 554, narratology 189; de(-)colonial(ity) (1,792) and critical race theory (23,963) fare somewhat better, although the numbers for the latter are boosted less by serious debate than by regular shit-storms around the school and its high-profile representatives. Corresponding figures for the German-speaking countries will be provided by September, based on *Deutsches Referenzkorpus (DeReKo)*.

A number of qualitative follow-up explorations provides some consolation in that some individual scholars (e.g. John McWhorter) and works/resources (e.g. the *OED*) are more frequently referred to than the disciplines they represent. On this basis, I will chart the topics, issues and approaches in English Studies that are likely to engage contemporary publics.

Alexander Scherr (University of Giessen), Gero Guttzeit (University of Munich):

“Orbiting Anglophone Studies: A Planetary Gaze at Our Discipline”

- Presentation -

Our collaborative paper interrogates what it means to study ‘Anglophone’ literature and culture today. Although Anglophone Studies has increasingly been institutionalized at German universities (as is evidenced by the emergence of new degree programmes and professorships), we argue that it is not so much an autonomous sub-discipline than a paradigm that has started to transform the traditional fields of English and American Studies. While Anglophone literatures are sometimes understood to cover those geographical areas that used to be called ‘postcolonial literatures in English,’ we see in the paradigm of the Anglophone a more general challenge to established cartographies of the English-speaking world (for similar recent approaches). In order to think through the implications of this paradigm, we offer a reading of Samantha Harvey's Booker Prize-winning *Orbital* (2023) – a novel which invites readers to rethink their relations to the (Anglophone) world. We adopt the planetary worldview of Harvey's novel to trouble institutionalized disciplinary divides while reimagining Anglophone Studies as a moving object that constantly readjusts its own gaze. To sketch out the contours of this ongoing project, we also draw on recent discourses on the ‘global Anglophone’ and ‘world literatures in English’ outside of Germany.

Tuesday, Sept. 23 - Session IV: 14:30-16:00

Christina Sanchez-Stockhammer (University of Chemnitz), Susanne Gruß (University of Bamberg): “Identifying and Recording Best Practices in the Employment of Early Career Researchers”

- Round Table -

This round table is aimed at everyone responsible for employing PhD students and postdoctoral researchers on temporary contracts within all subfields of Anglophone Studies. It corresponds to the wish of a continuation of the discussion that we initiated at the previous Anglistiktag in Augsburg.

The advertisement, organisation and workload of temporary positions for early career researchers are usually restricted by administrative requirements and external factors, but there is usually some leeway that may be used in the interest of the employees. During our meeting, we will exchange ideas how we can make the situation of PhD students and postdoctoral researchers on temporary contracts as employee-friendly as possible while considering the many requirements that need to be met simultaneously.

Track D: Teaching Anglophone Studies

Room: R11 T03 C75, 3rd floor

Monday, Sept. 22 - Session I: 14:00-15:30

Nikolina Hatton (University of Munich):

“Studying Early Modern Manuscripts with Undergraduate Students: Tools for Deepening Engagement and Understanding”

- Presentation -

Many early modern literary texts circulated in manuscript long before they were printed for a wider audience, yet the material circumstances of literary circulation can be lost in the classroom when students are presented with printed scholarly editions. In this paper, I overview teaching resources and strategies for integrating palaeography and the use of digital manuscripts into the study of early modern literary texts. Rather than ignoring the material differences of early modern textual and authorial production in the name of making early modern literature more accessible to students, the paper contends that students benefit from a deeper engagement with these facets. Studying manuscripts provides a unique opportunity to combine digital tools with traditional close-reading in a way that is mutually beneficial. Working with digital manuscripts, which are now often available in high-definition images from leading libraries, gives students additional insights into early modern textual production, collaboration and processes of revision. While palaeography can be daunting for students, as they are presented with what seem to be completely unreadable texts, I outline methods for teaching students the standard early modern literary script – secretary hand – through basic homework exercises and in-class group transcription exercises. This paper aims to be useful: by outlining course options, teaching strategies, and providing open-access palaeography resources, the paper will equip lecturers of early modern literature (with no previous palaeography experience) with the tools to integrate the study of manuscripts into their own courses.

Anna Berger (University of Augsburg):

“Media Literacy and Journalistic Writing in English Language Education: Connecting Classrooms to Public Discourse”

- Presentation -

Google, social media and Artificial Intelligence have revolutionized the way information is acquired and shared, often making it harder to distinguish between facts, opinions, and disinformation. High school students are particularly vulnerable to disinformation campaigns. Nevertheless, the ways in which educators can raise critical awareness for algorithm-based media has not been in the spotlight of foreign language pedagogy and research.

The proposed talk explores how media literacy and journalistic writing can be integrated into English language education to prepare students for critical engagement with public discourse. I maintain that educating students about journalistic standards helps equip them with the necessary tools to verify information, evaluate sources, and recognise propaganda and clickbait while fostering language skills and critical thinking.

A key focus will be on strategies for integrating critical media literacy into curricula, along with analysing English textbooks to identify gaps and opportunities for improvement. I will further consider the role of AI in journalism and education, raising awareness of how tools like chatbots present risks, while also exploring their potential as helpful resources.

Considering that English is the most widely used language on the internet, I contend that the EFL classroom is also uniquely qualified for the teaching of media literacy. By empowering learners to engage critically with online sources and AI-based information, Anglophone Studies can bridge education and public discourse, thus contributing to democratic participation and critical awareness in an increasingly turbulent digital age.

Viktoria Allen, Johanna Gerwin (both University of Kiel):

“Regionality in British Pop Music: Approaching Language, Identity and Popular Culture via Interdisciplinary Co-teaching”

- Presentation -

This paper develops a co-teaching model integrating a linguistic and a cultural studies perspective on language and identity in popular British music. The study of pop music has been a major focus in media and cultural studies as a medium for exploring societal themes such as politics, migration, identity and authenticity (Frith 2008; Middleton 2002; Brabazon 2012). Pop music has also gained importance in linguistics as a database for exploring the performance of dialect features, their enregisterment, and their interrelationship with spoken language, local identity and social meaning-making (Beal 2009). Despite conceptual overlaps, scholars in cultural studies and sociolinguistics continue their research and teaching in separate lanes (Mair & Korte 2010), much to the frustration of students who are left alone with the task of building interdisciplinary bridges. The paper proposes a jointly taught course, that synthesises theories, terminologies, and methodologies from cultural studies and linguistics. We outline how pop(ular) music can serve as material to learn to read for representations and ideologies, as well as data for the linguistic study of British accents and dialects. Students will be trained to apply media and music analysis as well as a focussed qualitative and quantitative linguistic analysis and study the theoretical approaches of representation and articulation and dialect indexicality, enregisterment, and language ideology in performance (Duncan & Gerwin to appear). Whilst addressing potential challenges and institutional pitfalls of our course design, we will mainly argue for the benefits of this interdisciplinary exchange and enhanced transfer experience for students resulting from our collaboration.

Monday, Sept. 22 - Session II: 16:00-17:00 and

Tuesday, Sept. 23 - Session III: 09:00-10:00

Melissa Schuh (University of Kiel), Christina Sanchez-Stockhammer (University of Chemnitz), Viktoria Allen (University of Kiel), Melanie Keller (University of Munich), Kirsten Redlin (University of Kiel), Anneke Schewe (University of Kiel), Dilâra Yilmaz (University of Kiel), Daniel Ziesche (University of Chemnitz):

“‘Practice What You Teach’: Diversity and Teaching Practices in the English Studies Classroom”

- Round Table -

The proposed roundtable/workshop aims to foster an exchange across the subfields of our subject with regard to diversifying our teaching practices in the English Studies classroom. Taking different dimensions of diversity, equality, inclusion, and accessibility into view, we will discuss practices and approaches to creating more inclusive and accessible spaces for our students within the context and confines of our subjects and the university as an institution. To engender a dialogue, the following panellists will each give a short position input of 5-7 mins in length, offering questions, ideas, and experiences for discussion with the other participants followed by an open forum for broader engagement with the topic.

By offering a range of perspectives, positions, and topics surrounding diversity and teaching, we showcase various aspects of creating an inclusive and accessible learning environment within the context of different subject positions and expectations within English Studies. In doing so, the roundtable/workshop wishes to foster an intersectional dialogue on teaching practices across subdivisions and to collectively engage with the practical pedagogical challenges we face in our classrooms.

Tuesday, Sept. 23 - Session IV: 14:30-16:00

Max von Blanckenburg (University of Regensburg), Thorsten Merse (University of Duisburg-Essen): “Interdisciplinary Dialogues in Literary Education: Encounters between Literature Pedagogy and Literary Studies”

- Round Table -

In current practices of English language teacher education, the disciplines of ‘Literaturdidaktik’ and ‘Literaturwissenschaft’ both work towards fostering what could be called ‘literary education’ – equipping student teachers of today with the literary competences they will need in their future professional practice. Against this background, the strengthening of a reciprocal knowledge transfer between both disciplines might be a timely endeavour. In doing so, literature pedagogy may benefit from integrating new developments and concepts produced in literary studies, and, vice versa, literary studies may take up pedagogic innovations or thematic foci to shape its own teaching practices at university. Ultimately, the beneficiaries of such mutual transfers are students who are required to interlink the knowledge and competences gained in seminars of both fields. At the same time, such reciprocal transfers and dialogues might not yet be the gold standard that is easily, or fully, implemented at universities where teacher education takes place. Therefore, we would like to use this networking round table for a productive and self-critical dialogue and reflect on how both literature pedagogy and literary studies (can) collaborate and strive towards a jointly constructed practice of literary education that

- is perceived as relevant and helpful by students,
- serves to maintain the relevance of both disciplines towards the educational, and hence, the public sector,
- is capable of moderating societal debates and cultural controversies via literary experiences.

With this in mind, we aim to discuss current practices, desiderata, and potential synergies that pinpoint an epistemological and methodological coherence within the field of literary education.

Tuesday, Sept. 23 - Session V: 16:30-18:00

Melissa Schuh (University of Kiel), Kirsten Redlin (University of Kiel), Anneke Schewe (University of Kiel):

“University Teaching | Theory | Practice: Current and Future Debates on Learning and Teaching across Anglophone Studies”

- Workshop -

Considering different debates surrounding university teaching across various sub-disciplines of Anglophone Studies, this panel offers a cross-section of approaches to the theory and practice of the classroom, aiming to foster transdisciplinary and transnational discussions about the relationship of our scholarship and didactics.

Kirsten Redlin: AI, Bias, and Us: How Algorithms Reinforce Stereotypes and What We Can Do about It;

Anneke Schewe: Encouraging Informed Discourse Participation beyond the Classroom: Literature & Film History as Education Tool for Contemporary Debates;

Melissa Schuh: Scholarship and/as Activism: An Autotheoretical Approach to Teaching Contemporary BIPOC Life Writing.

Track E: Teacher Education and Language Learning

Room: R11 T03 C20, 3rd floor

Monday, Sept. 22 - Session I: 14:00-15:30

Katharina von Elbwart (University of Paderborn), Phillip Meer (University of Münster):
“When Linguistics Meets English Language Education: Classroom Linguistics in Germany”
- Workshop -

With increasing multilingualism shaped by migration, globalization, and regional dialectal variation, the workshop highlights the critical role of linguistics in addressing challenges and opportunities in English language education in Germany. Focusing on the interplay between linguistic diversity and language learning, the session will delve into topics such as multilingual pedagogy, corpus linguistics, the use of varieties of English, and linguistically informed methods for teaching English as a foreign language. The workshop will begin with lightning talks provided by selected scholars working at the intersection of linguistics and language education. These talks will cover subfields such as Global Englishes Language Teaching (GELT) (Rose & Galloway 2019), Corpus Linguistics and English language education (ELE) (Harrington & Ronan 2023), multilingualism and ELE (Buschfeld, Ronan & Vida-Mannl 2023) as well as language attitudes and ELE. Subsequently, participants will engage in interactive activities and collaborative discussions to understand how linguistic insights can inform effective language education and vice versa. By bridging the gap between linguistics and classroom instruction, this workshop aims to equip English language educators and linguists with the tools to create inclusive, linguistically aware learning environments.

Monday, Sept. 22 - Session II: 16:00-17:00

Andreas Weilinghoff, Sarah Wunderlich (both University of Koblenz):
“The Development of English Language Skills among TEFL Students: Exploring the Past, Present and Future”
- Presentation -

The development of English linguistic competences in prospective TEFL teachers is crucial for their academic and professional success (e.g., Celce-Murcia 2016). While existing research predominantly explores the linguistic abilities of primary and secondary school pupils (e.g., Beck & Klieme 2007; Jindra et al. 2024), few studies have yet investigated the language competences of university students who aspire to become English teachers. Furthermore, no study has yet looked into how the linguistic competences of university students in English language studies develop over time.

Addressing this research gap, our study employs a longitudinal design to examine the development of English linguistic competences among TEFL students from 2013 to 2024. Each semester, incoming students participated in a computer-based diagnostic assessment test that evaluated various aspects of their English language skills, focusing on different areas of grammar and pronunciation. This methodology allowed for the collection of consistent data over an extended period, providing a unique insight into the progression of linguistic skills in this specific academic and professional context. The analysis was carried out in R and implemented time trend analyses via linear regression modeling.

Our findings indicate an overall improvement in English language skills from 2013 to 2024, although there was significant variability among students in each semester cohort. Notably, reading comprehension emerged as a particularly challenging area. We discuss the implications of our findings

for the use of standardized tests in TEFL education and suggest that similar testing could benefit transitions within the German education system (e.g. primary to secondary school).

Sarah Wunderlich, Felicitas Kexel (both University of Koblenz):

“CLIL and Bilingual Education: Past, Present, and Future in Specialized Teacher Education”

- Presentation -

Bilingual education has been around in Germany for decades, beginning with French as the primary language of instruction and later transitioning to English (KMK 2013). Initially focused on subjects like History, Geography, and Social Studies, the range of subjects has since expanded. However, the offering of subjects often depends on teacher availability rather than pedagogical strategy. Specialized teacher education for bilingual instruction remains largely absent (Fein 2021), and the linguistic demands of the subjects oftentimes remain unrecognized (Wunderlich 2023). As a result, student performance often falls short of expectations, even in high-achieving cohorts (Rumlich 2016), leading to increasing criticism of the current system (i.a. Hasberg 2004).

Research conducted at the University of Koblenz addresses these issues by investigating the specific teacher training (Fein 2021) and linguistic competencies required for effective Content and Language Integrated Learning (CLIL) (Wunderlich 2023). This research has informed the development of a standardized CLIL certificate program. The program incorporates evidence-based findings into its training modules to prepare specialized CLIL teachers who can meet the unique demands of teaching content subjects in a foreign language. The CLIL certificate represents an innovative approach to bridging the gap between research and practical application, providing a framework for achieving authentic CLIL instruction. This presentation will outline the findings of Koblenz University’s research, demonstrate how these findings are integrated into the CLIL certificate, and discuss the program’s potential to shape the future of English teaching. By addressing the challenges of teacher preparation and subject-specific linguistic demands, this initiative aims to unlock the full potential of CLIL for students and educators alike.

Tuesday, Sept. 23 - Session III: 09:00-10:00

Nico Boller (University of Koblenz):

“L2 German Learner English: A Real-Time Study of German University Students”

- Presentation -

This project investigates the development of English pronunciation proficiency among German learners of English, focusing on typical L1-based features such as final obstruent devoicing (Hickey 2019) and the TRAP-DRESS vowel contrast. Additionally, it examines sociophonetic factors, including attitudes, identity, and motivation which influence L2 speech patterns. Although accurate pronunciation is generally viewed as a key competence for language teachers (Pennington & Rogerson-Revell 2019; Schmitt 2016), limited empirical data exist on how formal instruction and staying abroad may affect pronunciation outcomes. Existing studies either focus on a rather limited set of phonetic features or are conducted from a mostly synchronous perspective.

Katharina von Elbwart, Dagmar Keatinge (both University of Paderborn):

“‘I need to make sure that we focus on British and American English’: Attitudes towards Englishes in Preservice TESOL Professionals”

- Presentation -

Attitudes towards non-standard varieties as one component of the larger concept of language teacher identity (LTI) have recently gained academic attention as a dynamic aspect of teacher professionalization (e.g., Barkhuizen 2016; Ellis 2016; Fairley 2020). Despite an increasing acknowledgment of the importance of teaching Englishes, the perception of native proficiency as the desired outcome in language education persists among educators and students alike (Holiday 2006; Houghton, Rivers & Hashimoto 2018). Nevertheless, teacher training programs are tasked with equipping educators with the necessary competences to effectively engage with Englishes, facilitating students' proficiency in global contexts (Dewey 2020) and making them accountable for their language choices. This aligns with Blair's (2015) concept of the “post-native” era.

This study investigates how attitudes towards non-standard varieties of English emerge among preservice teachers, positioning Global English Language Teaching (GELT) within the framework of LTI (Ates et al. 2015; De Costa & Norton 2017; Varghese et al. 2016). Our findings derive from a mixed-methods approach involving short narratives and an online attitude survey conducted among 74 preservice students enrolled in a TESOL program at a German university. Preliminary results indicate that respondents have developed a conceptual idea of Englishes which includes the acceptance of non-standard varieties. When putting these concepts into practice, however, respondents label non-standard varieties of English as non-acceptable in teaching contexts and thus favor the traditional paradigm of British or American Standard English as the linguistic norm. We will elaborate on the implications of these findings for preservice teacher training, particularly with regard to fostering more linguistic inclusivity.

Track F: AI, Data Science and Digital Methods

Room: R11 T03 C38, 3rd floor

Monday, Sept. 22 - Session I: 14:00-15:30

Deborah de Muijnck (University of Giessen):

“Contested Authorship: Literary Scandals and the Polarizing Reception of AI-generated Literature”

- Presentation -

This paper discusses a timeline of contemporary controversies surrounding the use of advanced artificial intelligence (AI) in fiction writing within the context of normalisation and scandalisation theory. It explores ongoing cultural negotiations surrounding originality and authorship by highlighting how opposing actors scandalise / normalise AI's role in creative production. It maps recent scandals, such as DeepFakes on the platform Amazon, the establishment of advanced AI corporations for novel writing, and the heated controversy surrounding National Novel Writing Month, and draws a parallel to the publication of *Pamela* in 1740, when lack of copyright protections lead to a plethora of (Anti-)Pamelist copies of Richardson's original work. Through this framework, this paper examines how current disputes about AI-generated texts reflect and extend earlier anxieties about agency, authorship, and (human) creativity.

To ground these discussions, I present selected close readings from contemporary novels such as Kazuo Ishiguro's *Klara and the Sun* (2021), and Joshua Cohen's *Book of Numbers* (2015), which thematise questions of machine creativity and human agency. Ultimately, this paper argues that AI-generated fiction is not merely a phenomenon of contemporary technology, but becomes a site of cultural negotiation, in which longstanding literary debates about originality and value are reflected through the lens of 21st-century innovations.

Simone Broders (University of Erlangen-Nuremberg), Anna Auguscik (University of Oldenburg):

“Special Issues of *JLS (Journal of Literature and Science)*: The Ethics and Narratives of Non-Knowledge: Literature, Science, and the Limits of Knowledge”

- Presentation -

The idea of ever-changing scientific innovation in need of new ethical consideration was prominently brought up by astrophysicist Martin Rees, who lists three ‘mega-challenges’ humanity will face in the near future: climate change, biotechnology, and artificial intelligence (11-12) – areas presented as transcending the current limits of knowledge. Two special issues of the *Journal of Literature and Science* examine conceptual constructions of non-knowledge, the way they are put into narrative, and the positionality of such narratives. They explore what and how literary and cultural perspectives on the limits of knowledge and knowledge-production can contribute to public and scientific debates about the ethics of non-knowledge, in particular regarding the relationship between (non-)knowledge and (non-)agency.

The open-access placement (funded by VolkswagenStiftung) in the *JLS* is especially relevant to the overarching topic of the conference. The special issues showcase the research of numerous scholars from Anglophone Studies in Germany – from early career researchers to established scholars, including the vantage point of a university of applied sciences. They comprise not only representations of science in drama, fiction and poetry, but also reflections on the use of narratives in non-fiction to convey scientific debates; both in ethical debates on AI and from historical perspectives with regard to non-mainstream narratives in early astronomy. Complemented by international contributions with an interdisciplinary focus functioning as ‘transits’ to fields as diverse as philosophy, physics, and

mathematics, this publication increases the visibility of the contribution of Anglophone Studies to current debates on areas of non-knowledge, particularly artificial intelligence and global change.

Rebecca Elektra Raddatz (University of Groningen):

“Magic Mirrors and Black Boxes: Analysing (AI) Fairy Tale Adaptations”

- Presentation -

In recent years, Artificial Intelligence has received a surge of attention within the humanities. This has prompted an increasing engagement with the impact of AI on literary studies. Almost all of this discourse, both public and academic, revolves around the question of AI’s capabilities and limitations, especially concerning creativity. Literary studies’ capacity to contribute to contemporary debates surrounding AI, especially generative ones, are more expansive than currently acknowledged, however. Since the latter is largely concerned with predicting and emulating language, the textual analysis of formal and stylistic elements of texts generated by AI can offer new perspectives on Artificial Intelligence. This short pitch illustrates this potential by giving insight into my research on the fairy tale “Snow White,” which compares human written adaptations of the narrative with versions generated by ChatGPT. The theoretical framework used for this is adaptation theory, a field situated on the border between many different disciplines, most prominently media and literary studies. For the method, comparative textual analysis is used. In demonstrating how these literary methods and theories aid in understanding AI, for example its restrictions and possibilities as a medium, this short pitch illustrates one way in which literary studies can contribute to the ongoing public discourse on generative AI.

Monday, Sept. 22 - Session II: 16:00-17:00 (Part I) and

Tuesday, Sept. 23 - Session III: 09:00-10:00 (Part II)

Christina Sanchez-Stockhammer (University of Chemnitz), Rolf Kreyer (University of Marburg):

“Gamifying English Linguistics and Anglophone Studies”

- Workshop -

Gamification has been playing an increasingly important role to make learning more attractive for learners, due to its advantages for self-study (Baptista & Oliveira 2019). In the present workshop, we will therefore explore digital games that can be employed for the teaching and learning of English Linguistics and Anglophone Studies and empower university teachers to create their own learning games. The workshop will provide an overview of existing games for the specified target group and usage context, e.g.

- Rolf Kreyer’s linguistic escape room “The linguist’s lair” (in which students have to escape from a locked office in the university by solving linguistic riddles)
- Christina Sanchez-Stockhammer’s adventure quiz app “Bridge of Knowledge” (in which answering ten questions in a row correctly allows users to cross a rope bridge and avoid a free fall)

Participants will be informed by the games’ developers how the games work, what motivated their development and how they can be employed in the teaching context.

This will be followed by a software demonstration informing participants how they can use the tool CreATe to develop classical point-and-click adventure games for their own students.

In a second, hands-on session, we will explore how teachers can easily create new levels for the app “Bridge of Knowledge” for and with their own students. We will jointly create a level and immediately play it on our own devices.

The workshop will conclude with a discussion of potentials and problems regarding the gamification of Anglophone Studies and possible avenues for future collaboration.

**Tuesday, Sept. 23 - Session IV: 14:30-16:00 (Part I) and
Tuesday, Sept. 23 - Session V: 16:30-18:00 (Part II)**

**Sabine Bartsch (University of Darmstadt), Ilka Mindt (University of Paderborn):
“Data, Methodology and Literacy in English Studies”**

- Round Table -

English studies is concerned with the study of language. Our discipline has a long methodological tradition of empirical studies and, more recently, has been at the forefront of implementing digital technology in research and teaching. Data under study comes as either linguistic or literary corpora, field and interview data etc. The recent empirical and digital turn raises a number of methodological questions concerning the suitability and representativeness of our data. Furthermore, there are concomitant questions concerning the research processes and expressivity of our findings. Further questions concern our own accountability in the research process including questions of transparency of the research process as well as data accessibility leading to questions of research data management and the role of data publication. And lastly, there are questions surrounding our agreement on the accepted methodology within our research community as well as the development of the required data literacy among researchers who are, more often than not, simultaneously teachers passing on methodological competencies and values within the community.

In light of these issues, we propose a discussion group as a forum for discussion of the topic of Data, Methodology, and Literacy in English Studies within which we provide a context for joint work on some of these questions as well as an open discussion round to exchange ideas and experiences with the aim of formulating a check list of methodological and data quality considerations valued by us as a community.

Cluster 1: Perspectives on Identity, Gender and Sexuality

Room: R11 T03 C82, 3rd floor

Tuesday, Sept. 23 - Session V: 16:30-18:00

Inga Peters (University of Düsseldorf):

“The Victorian Working Mother: Elizabeth Gaskell’s Reconciliation of Care Work with Wage Work”

- Presentation -

Elizabeth Gaskell became an author at a time when women were still systematically and ideologically excluded from large parts of the paid workforce. Women of the middle- and upper classes were generally considered home-makers. In their roles of mothers and daughters, they took on the responsibilities of care work: the organisation of the household and the education of the children. To this day, care work is predominantly carried out by women. In Gaskell’s life and work, it can be observed how her agency expands from inside the family into the public world. I suggest that Gaskell found inspiration for her authorship in her responsibilities and experiences as a care worker. Moreover, she managed to appropriate ideologically dominant views on womanhood as a moral justification for her intrusion into the economic workplace. This analysis will contribute insights to our current understanding of the feminist discussion surrounding the tension between family and career. Gaskell’s experience as a mother and an author suggests the possibilities of a productively symbiotic relationship between types of work that are usually perceived as oppositions. This will be shown through an investigation of the ways in which Gaskell connects her “private” role as a care worker with her “public” persona of the paid writer. Both, her literary work and her private writings, offer interesting clues about Gaskell’s almost proto-feminist practice of legitimising her belonging in the public sphere.

Corinna Assmann, Miriam Neuhausen (both University of Heidelberg):

“Theorizing the Closet: Visibility, Queer Joy, and Shame”

- Networking Event -

A central concept of queer theory and key factor in queer lives, ‘the closet’ has the potential to cluster recent approaches and concerns in queer studies, and to create a locus for collaboration among the subdisciplines of Anglophone studies. We approach the queer closet through the notions of visibility, queer joy, and shame. Queering the closet in recent theorizations challenges its traditional binary logics, the linearity of coming-out narratives, and its underlying idea of a stabilized or knowable identity. Focusing on the visibility of queerness allows us to regard outness as a continuum that defines social spaces in diverse ways. While visibility may incite queer joy and counters secrecy, shame and silence, its discontents become visible in increasingly polarizing contestations around gender and sexuality.

As metaphor and epistemology, the closet has the potential to link interdisciplinary theories central to literary studies, cultural studies, and linguistics. The networking event calls attention to the relevance of gender, queer, and trans theory for Anglophone studies, paving the way for the discipline to engage with current public debates.

Connecting senior and early-career researchers, we aim to create an accessible platform for a productive exchange across universities, disciplines, and hierarchies, where we discuss the closet not only theoretically but also its application to the academic setting. Organized as an open workshop, the event invites scholars from the various subdisciplines of Anglophone studies to contribute ideas, approaches, and projects that may form the basis for future collaboration (e.g. DFG network).

Cluster 2: Current Projects in Literary Studies

Room: R11 T04 C26, 4th floor

Tuesday, Sept. 23 - Session V: 16:30-18:00

Kerstin-Anja Münderlein (University of Bamberg):

“... one may live in a big house and yet have no comfort’: British Interwar Crime Fiction’s Gothic Heritage”

- Presentation -

Remote castles, dilapidated abbeys or manor houses honeycombed with secret passages have long been recognised as one of the more recognisable generic hallmarks of the Gothic novel. They imbue us with a feeling of subtle terror – often caused by their lack of comfort, proper lighting, and modernity – and we are thrilled to explore them alongside the heroine or suffer her imprisonment in them together with her. Yet, this staple of Gothic writing – the isolated house – is equally important in crime fiction, especially in English interwar crime fiction as popularised by, among others, Agatha Christie. Despite a lack of remote castles or abbeys in crime fiction, we find a variety of manor houses frequented by weekend house parties that often end in murder. Once the (first) victim appears, the house becomes as uncanny as the typical gothic mansion. However, the uncanniness of the crime fiction manor is often rather unearthed by the murder than, in fact, created by it. As the locus of the crime, the house becomes a character of its own and it serves as a symbol of the “rotteness” within; it harbours a criminal and usually a group of suspicious individuals who all have something to hide – literary or figuratively.

This paper will examine how the English manor house in interwar crime fiction stands in the tradition of the Gothic house but moves beyond it. While the typical country house in some novels does fulfil the aesthetic and atmospheric criteria of the Gothic castle, it uses this emblematic building with a twist. This paper uses Margery Allingham’s *Black Dudley* (*The Crime at Black Dudley*), Agatha Christie’s *Styles Court* (*The Mysterious Affair at Styles*) and Gladys Mitchell’s *Chaynings* (*Speedy Death*) – incidentally all settings of the very first crime novel of their respective authors – and analyses them for their Gothic potential within interwar Crime Fiction.

Kristin Aubel (University of Wien):

“Transcultural Transformations of Myth in Contemporary Fantastic Literature”

- Presentation -

In this presentation, I will introduce my ongoing dissertation project. I examine the 21st century as a specific moment of transcultural transformations of myth through the comparative analysis of contemporary Anglophone fantastic novels and short story collections. In these texts, myth is no longer simply used as pastiche but returns to one of its dominant functions of providing a sense of order and cultural identity. This new sense of order is open and eclectic instead of uniform, the constructed identities not absolute but radically transformative and transcultural. The analysis of the corpus questions genre and cultural categorisations by clustering the texts according to the patterns of meaning of their myth adaptations. The project thus aims to uncover interconnected webs of mythic cross-fertilization that represent and bring into being new varieties of transcultural identities.

I will use the cluster “Renewal through Migration: The Existential Cycle of Fertility Myth” as an example to showcase my methodology and preliminary results. This cluster consists of Helen Oyeyemi’s *The Opposite House* (2007) and Ben Aaronovitch’s *Rivers of London* series (2011-present) as core texts and Neil Gaiman’s *American Gods* (2001) and Akwaeke Emezi’s *Freshwater* (2018) as auxiliary ones. The

intertextual analysis of these texts shows that patterns of fertility myths are interwoven with narratives of migration in varying ways, necessitating or enabling renewals on both the individual and societal level. In this cluster, myth is therefore used to negotiate the role of transculturality in its most direct form of migration for a thriving society.

Tanja Kapp (University of Tübingen):

“‘Friend Not Inanimate’: Kinship Beyond Blood and the Poetics of Cont(r)act in John Clare’s Poetry”

- Presentation -

This presentation examines how John Clare’s environmental poetry theorises and enacts kinship as a dynamic practice rather than a fixed status. Taking one of Clare’s enclosure poems as its point of departure, it explores how the lyric articulates proximity, vulnerability and mutual recognition beyond biological or legal ties. Drawing on feminist, ecological and queer kinship studies, it conceptualises kinship as scalable across bodies, species and temporalities from the intimacy of the elm to the expansiveness of the cosmos.

Introducing the paired concepts of contract (institutional or voluntary commitments) and contact (bodily co-presence, shared space), the presentation analyses how Romantic poetry enacts ‘elective’ and multispecies kinships. By zooming out from the local (non)neighbourliness of the village to a planetary interconnectedness that foregrounds Clare’s notion of “eternal kin”, it shows how his poetry extends kinship beyond the family and humankind and also beyond established temporal scales related to (im)permanence. Through attention to apostrophe, address and other lyric strategies, the presentation highlights poetry as a performative medium that both theorises and enacts relations of care across these shifting scales.

Cluster 3: Engaging the Public

Room: R11 T03 C20, 3rd floor

Tuesday, Sept. 23 - Session IV: 14:30-16:00

Nora A. Pleßke (University of Magdeburg), Victoria Allen (University of Kiel), Carsten Kullmann (University of Kiel), Theresa Stampfer (University of Magdeburg):

“transFAIR: Potentials and Pitfalls of Public Practice and Outreach Activities from an Anglophone Studies Perspective”

- Open Space Workshop -

The slightly polemic question whether public outreach formats are an essential component in our toolbox or follow from the principles under which university and funding structures now operate shapes academic practice in the current conjuncture. We invite our academic peers to discuss this question with regard to the discipline and our self-understanding as scholars. Our panel offers experiences from three third party-funded projects embedded in Anglophone Cultural Studies which demonstrate three distinct ways of conceptualising and practicing transfer. The Zentrum für Praktische Kulturwissenschaften (ZPK) at Kiel University situates itself at the intersection of university research and extra-mural mediation and outreach. It works towards the creation of transfer formats that facilitate the transitions between university, (adult) education, and political engagement. transSCAPE: Cultural Spaces of Knowledge plays a key role in transforming Magdeburg’s designated Science Port into a modern hightech ecosystem. Anchored in urban literary and cultural studies, the project develops innovative transfer formats of cultural curation and cocreation practices. Sios: Sleep Sore Stress. Cultures and Techniques of Bio-Feedback 1960-1990 is an interdisciplinary research project

investigating the historical medical technology collection at OVGU Magdeburg with a particular focus on multidirectional knowledge transfer involving researchers, the public, and non-human actants. An introductory poster-pitch of the three projects shall provide a starting point for our panel discussion on the impact Anglophone Studies can make in public outreach or knowledge transfer activities as well as the opportunities and challenges of such an engagement. A final interactive part with participatory methods tried and tested in the three public outreach projects offers the possibility for further exchange.

Tuesday, Sept. 23 - Session V: 16:30-18:00

Rachel Bolle (University of Vienna):

“Poetry Performance and the Future of Anglophone Studies: Reflections from the Poetry Off the Page Project”

- Presentation -

Over the last few decades, performance poetry has emerged as a rich and dynamic field, giving rise to vibrant performance scenes worldwide, from jazz and beat poetry to dub poetry and slam. New technologies and digital platforms have democratised access to spoken word poetry, fostering innovative publication formats that combine DIY approaches with alternative distribution channels. Academic interest in performance poetry has grown, as evidenced by recent scholarship (e.g. Lucy English & Jack McGowan, Pete Bearder, Valerie Chepp, to name but a few).

This presentation reflects on the contributions to Anglophone studies of the five-year Poetry Off the Page project, directed by Dr Julia Lajta-Novak (University of Vienna). It highlights the work of the project's team (2 PhD students, 2 post-docs, 1 administrative assistant, and the PI) and their collective engagement with aesthetic, cultural and institutional issues. By addressing gaps in the study of orally performed poetry and exploring its intersections with subfields such as media studies, cultural history, theatre studies, and musicology, the project offers fresh perspectives on the role of performance in reshaping literary studies.

The presentation examines how methodological tools from related sub-disciplines can tackle contemporary challenges in Anglophone studies (cf. Lanzendörfer & Nilges 2024). By incorporating the perspectives of each team member and highlighting the collective nature of the project, this presentation emphasises the significance of poetry performance studies and suggests future contributions within the continually evolving landscape of Anglophone studies.

Johanna Gerwin (University of Kiel), Caitlin Hogan (Queen Mary University London):

“Badges (and Tote Bags) of Identity: Commodifying East London Language as Public Engagement”

- Presentation -

This presentation explores the Real Talk East London project, a collaboration between linguists at Queen Mary University of London and the local East London community. East London is a region of incredible linguistic diversity, historically home to speakers of Cockney and now hosting a range of ethnic and national backgrounds and speakers of Multicultural London English (MLE) (Cheshire et al. 2011; Gerwin 2024). These varieties, however, remain low in prestige compared to other varieties spoken in London such as Received Pronunciation or Standard Southern British English (Kircher & Fox 2019). The project aims to elevate East London ways of speaking, from Cockney to MLE and beyond, through commodification (Beal 2009), to bring about greater pride in the ways of speaking amongst local people (Johnstone 2009). These community benefits combine with research insights, such as processes of enregisterment of local forms, and the investigation of metalinguistic commentary on London dialects. The researchers received a grant for this project, and worked with a community centre, local designers and community members to design and create badges, tote bags, hats and t-shirts proudly displaying lexical items that community members deemed significant to their local dialect. This merchandise was then given away at community festivals, in which participants were also engaged in language games and creative exercises. In this presentation, the researchers reflect on the achievements and limitations of the project, what future investigations of a similar type might learn from Real Talk, and how projects like this might be successful in the future.

Poster, Info Table and Book Display Table

Room: R11 T03 C63, 3rd floor

Christian Mair, Jessica Wallace (both University of Freiburg) and Christoph Draxler (University of Munich):

“Digital Data Literacy for Anglicists: What Text+ Has to Offer”

- Poster and Info Table -

Throughout the conference: book display tables "Linguistics", "Literary and Cultural Studies", "EFL Education"