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Anglistisches Seminar
Ruprecht-Karls-Universität
Heidelberg

Course Catalog
Sommersemester 2016

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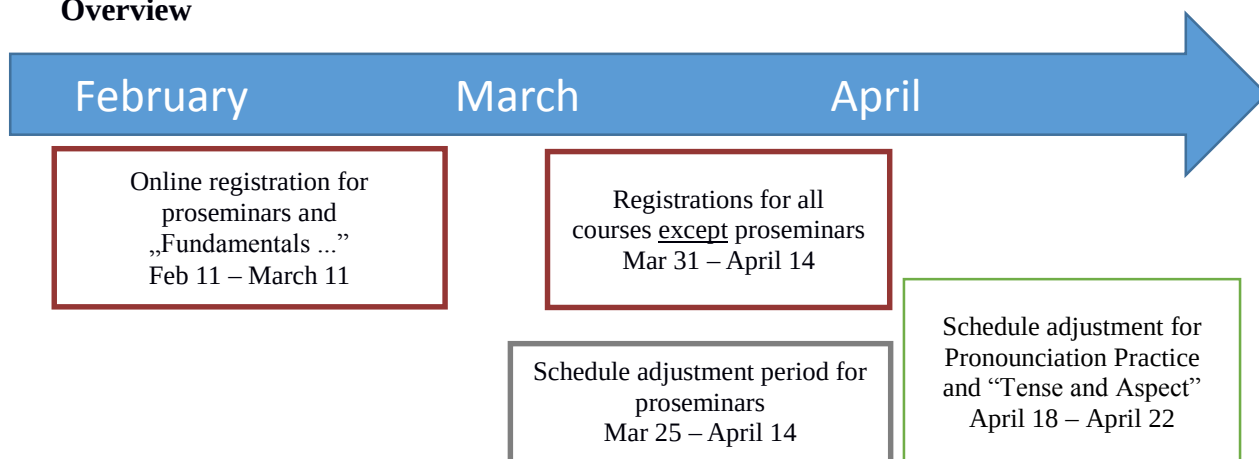
1. Introduction

This *Course Catalog* lists information about the lectures, seminars, language courses etc. offered at the English Department, Ruprecht-Karls-Universität Heidelberg, Germany, in the summer term 2016, including registration procedures and the preparation that is expected of students before the beginning of the term. Corrections and additions to this catalog are published early in April. Please do not forget to confirm the place and time of your courses on the department's homepage, <<http://www.as.uni-heidelberg.de>>, before the semester begins. The editorial deadline for this PDF-publication was January 18, 2016.

1.1 Key Dates and Deadlines

Lecture Period	April 19, 2016 – July 30, 2016
Freshers' Day	April 13, 2016
Holidays	May 5, May 16, May 26
Project Week	May 23 – May 27, 2016
Obligatory online registration period: all proseminars (and "Fundamentals of Research and Writing" for GymPo students)	Feb 11, 2016 – March 11, 2016
Schedule adjustment period for proseminars	Mar 25, 2016 – April 14, 2016
Obligatory online registration for lectures, didactics, and language courses	Mar 31, 2016 – April 14, 2016
Schedule adjustment period for Pronunciation Practice and "Tense and Aspect"	April 18, 2016 – April 22, 2016

Overview



1.2 Registration

There are two different ways to register for courses

1. In person (sometimes via e-mail)
2. Online (“Kurswahl”)

Personal Registration

As soon as the Course Catalog is published, you can register during the professors’ office hours (which are published on the department’s homepage). Sometimes, professors prefer e-mail registration; this is indicated in the individual course descriptions in the following pages. In-person registration is common for Hauptseminare (main seminars) and Oberseminare (advanced seminars), Kolloquien and all other courses that bear the caption “in-person registration” or that prescribe in-person registration in their descriptions.

Online Registration (“Kurswahl”)

You must register online for all language courses, tutorials for introductory lectures, proseminars, and didactics courses during the registration period (see the chapter on important dates and deadlines). In order to keep the number of participants even across courses, you are required to indicate alternatives to your favourite courses. The department is aware that it can be challenging to juggle alternatives in your schedule, but experience has shown that courses with consistently low and even numbers of participants are well worth the trouble.

In the afternoon of the day after registration ends, your online account will show the courses you were assigned.

Please note that the **obligatory registration for proseminars starts and ends early: you must apply for places in proseminars (and Fundamentals of Research and Writing, if you're a GymPO student and still need the credit) online between February 11 and March 11.**

Rules for online registration

Every student at the English Department automatically gets an account in the internet platform *SignUp*, approximately one week after enrolment. You log in with your last name (please note that login is case sensitive), your matriculation number, and the password associated with your UniID. The login-page is here:

<https://studium.as.uni-heidelberg.de/SignUp/as/Faculty/index-studierende.jsp>.

After logging in, click on “Kurswahl”, and pick a course type (e.g. “Proseminar I Literaturwissenschaft”, “Tutorium Einführung Sprachwissenschaft” etc.). A list of all the courses of this type should appear. Drag the course you want to attend from the left column to the top of the right column. Drag your second choice to the spot below and continue until all spots in the right column are full. When the green message appears, your choices have been automatically stored. If you are new to the

process, it may be a good idea to click “Hilfe” (“Help”) and watch the video that demonstrates what you are supposed to do.

Please note that you can only register for four different course types that have a limited number of participants (plus as many lectures as you want). You can change your choice of courses at any time during the registration period. It makes no difference when you make your choice, as long as you do so before the deadline.

If you have trouble logging in or indicating your course selections, please see Mr. Jakubzik during his office hours (see the department’s homepage under “Personen” for dates), or click on “Kontakt” on the login page and send an e-mail with a description of your problem.

During the **schedule adjustment periods** you can change your registrations and swap your place in one course for a place in a different course, provided this second course has spaces available. You can also cancel your registration for courses you were assigned but cannot attend. Please note that you *cannot* register for additional courses during the adjustment periods.

1.3 Fachdidaktik in the new BA

There are several options how the 2 credit points “Fachdidaktik” can be obtained that students need if they choose the Lehramtsoption in the *new* 50% BA English Studies (i.e. the program that started in October 2015). You can find a list of these classes in the ÜK-section (page 60).

1.4 Freshers' Day (orientation for new students)

April 13: Orientation for new students, organized by the faculty, staff and student council of the department of English Studies

This day-long orientation program (April 13, 10 am to 6 pm) is designed to help new students get their academic career in English Studies off to a good start. In small group sessions led by advanced students, new students have the opportunity to gain expert advice on every aspect of life in the department, from putting together a manageable schedule to finding their way around the building. Faculty and staff cover the programs of study, advising system, study abroad opportunities and services available in the department, and the student council and representatives of different clubs introduce themselves as well. The day concludes with a pizza party where students, staff and faculty can mingle and get to know each other. All new students are strongly urged to attend this event.

Freshers' Day traditionally takes place on the Wednesday before classes begin. The schedule is posted on Aktuelles on our homepage soon after the results of the entrance examination are made public.

Kathrin Pfister

Please look for short-term changes on our homepage, <<http://www.as.uni-heidelberg.de>>. Please note that the information on lectures on <<http://lsf.uni-heidelberg.de>> may be dated.

Final editing: H. Jakubzik & Franziska Friedl
Editorial deadline: 18. January 2016

2. Vorlesungen

2.1 Phonetik

Introduction to English Phonetics and Phonology

Priv.-Doz. Dr. S. Mollin

Mon, 9:15 - 10:45, Heuscheuer II

In this introductory lecture, we will be dealing with (English) sounds from both a more theoretical and a more applied perspective. After a general introduction to the fields of phonetics and phonology, the sound systems of the English language will be considered in detail. We will focus on the British and American standard accents, but will also look at further accents of English whenever appropriate. Throughout, special attention will be given to potential pronunciation difficulties of German-speaking learners of English. In addition, the lecture will also be concerned with the accurate transcription of English texts.

N.B.: Students need to take the course “Pronunciation Practice”, either BrE or AmE, in the language lab, preferably in the same semester as the lecture. Whereas no registration is needed for the lecture, you need to sign up online for Pronunciation Practice.

Texts: For both the lecture and the course “Pronunciation Practice”, one of the following books should be obtained:

- Sauer, Walter. 2013. *A Drillbook of English Phonetics*. Heidelberg: Winter. [for British English]
- Sauer, Walter. 2011. *American English Pronunciation: A Drillbook*. Heidelberg: Winter. [for American English]

Also recommended for the lecture: Collins, Beverley, and Inger M. Mees. 2013. *Practical Phonetics and Phonology*. London/New York: Routledge.

2.2 Vorlesung moderne Sprachwissenschaft

Contrastive Linguistics

Priv.-Doz. Dr. N. Nesselhauf

Mon, 14:15 - 15:45, HS 6

This lecture is going to deal with linguistic differences between (and, to a lesser extent, similarities of) English and German. We will start with phonological and phonetic contrasts, including those that go beyond differences in individual phonemes. Then, the areas of lexis, phraseology and grammar will be investigated in detail, with an attempt to systematize the observed differences and similarities in

each of these areas and to explain their historical origins. In the last part of the lecture, the focus will be on differences in discourse conventions. Throughout the lecture, methodological issues such as the corpus linguistic study of linguistic contrasts will also be considered.

Texts: Introductory Reading: König, E.; V. Gast (2007). *Understanding English-German Contrasts*. Berlin: Schmidt.

Identity and Discourse

Prof. Dr. S. Kleinke

Wed, 11:15 - 12:45, 110

Discourse is an important means in the construction of human identity. We use language to position ourselves in society in terms of gender, age, place of origin, education, profession, and political or religious beliefs. However, individual, personal identities are always constructed against the background of group- and collective identities and are thus the product of a complex web of internal and external interpretations. The first part of the course will deal with the linguistic construction of personal-, group- and collective identities across different disciplines and linguistic schools, capturing some major developments in the field. Later on, we will look at empirical research focusing on the linguistic construction and perception of personal, collective, and group-identity in a broader range of both offline as well as online contexts.

Texts: Wetherell, Margaret. 2010, "The Field of Identity Studies" In: Wetherell, Margaret and Chandra Talpade Mohanty (eds). *The SAGE Handbook of Identities*. Los Angeles etc.: Sage, 3-26.

2.3 Vorlesungen Literaturwissenschaft

Shakespeare II: Tragedies

Prof. Dr. P. Schnierer

Mon, 9:15 - 10:45, NUNI HS14

This is the second part of a four-term sequence covering Shakespeare's complete works. It will cover all his tragedies; there is no need to have attend the lecture on comedies last term. We will situate the plays in the literary, theatrical, social, ideological and economic context of their time; we will also pay attention to their performance and reception history. By way of preparation: read (or watch) as many Shakespearean and non-Shakespearean tragedies as you can.

Overview of British Novels I: The Seventeenth and Eighteenth Century

Prof. Dr. V. Nünning

Wed, 9:15 - 10:45, 110

Most of you will have heard that Daniel Defoe's novel *Robinson Crusoe* (1719) is the first English novel. Recent research suggests, however, that this is not quite true: The development of the novel was a long process to which many factors contributed – such as the development of journalism; travel literature; spiritual autobiographies (all of which you can trace in *Robinson Crusoe*), and, above all, cultural factors like the 'rise' of the middling ranks and the new position of women.

In this lecture, we will trace the beginnings of the novel in the seventeenth century, look at related genres and important books such as John Bunyan's *The Pilgrim's Progress*, and follow the fascinating development of a host of important ways of writing narrative prose and subgenres (like the 'Gothic novel'), which were already established by the end of the eighteenth century. In accordance with the recent research that has been dubbed 'The New Eighteenth Century', we will also take into account the influence of cultural tendencies ('history of mentalities'), and the contributions of women writers.

The Literature of the American Renaissance

Prof. Dr. D. Schloss

Wed, 11:15 - 12:45, 108

In 1941, Harvard Professor F.O. Matthiessen published a study entitled *American Renaissance: Art and Expression in the Age of Emerson and Whitman* that is regarded by many critics as the founding book of American Studies. Matthiessen identified the second third of the nineteenth century as the age in which American literature experienced its first "flowering"; henceforth this period came to be considered American literature's classical age. Matthiessen also assembled a list of writers – Emerson, Thoreau, Hawthorne, Melville, and Whitman – who came to be looked upon as the core authors of the American literary canon. In addition, he extracted from this period and its writers an individualistic ethos that came to stand for the American spirit par excellence.

In this lecture course, we will study selected works by the writers included in Matthiessen's canon and explore their literary, social, and ethical philosophies. In addition, we will consider the voices of critics who have questioned Matthiessen's choices, suggesting that other writers should be included in the American Renaissance canon, in particular woman authors and African American writers. (We will discuss works of these latter groups, too.) In studying the literature of the American Renaissance, we will try to understand the processes by which a particular brand of individualism, namely non-conformism and anti-establishment thinking, came to be lodged at the heart of democratic culture and hopefully

develop an explanation for why this ethos has remained attractive ever since. In studying the critical debates that have surrounded the American Renaissance canon, however, we will also attain a sense of its limitations.

The following works will be discussed in detail: “The American Scholar”, “Self-Reliance”, “Experience”, and “The Poet” by Ralph Waldo Emerson; *Walden* (in particular the “Economy” chapter) and “Civil Disobedience” by Henry David Thoreau; “The House of Usher” and “The Philosophy of Composition” by Edgar Allan Poe; *The Scarlet Letter* by Nathaniel Hawthorne; “Bartleby the Scrivener”, “Benito Cereno”, and “Hawthorne and His Mosses” by Herman Melville; *Uncle Tom's Cabin* by Harriet Beecher Stowe; *Narrative of the Life of Frederick Douglass, an American Slave, Written by Himself*; *Incidents in the Life of a Slave Girl* by Harriet Jacobs; and *Democracy in America* (selections) by Alexis de Tocqueville.

Texts: Most primary texts can be found in Volume B of *The Norton Anthology of American Literature*, 5 vols., 8th ed., edited by Nina Baym *et al.* (New York: W.W. Norton, 2012). [Older editions of *NAofAL* are acceptable, too.] In addition, you should get Stowe's *Uncle Tom's Cabin* in a complete version (preferably Norton Critical Edition). Background texts will be made available on Moodle.

2.4 Vorlesung Kulturwissenschaft

Overview of Key Concepts of the Study of Culture

Prof. Dr. Nünning, Dr. Löffler, Priv.-Doz. Dr. Peterfy, Priv.-Doz. Dr. Rupp Tue, 9:15 - 10:45, NUni HS 14

This series of lectures is designed as an introduction to central themes and methods of cultural analysis on the basis of current and historical theories of culture. Students will learn about, among others, cultural ‘Ways of Worldmaking’ (Goodman) and cultural memory, cultural semiotics, theoretical models of culture and their interpretations, culture as performance, visual culture, and many other interesting and important aspects of cultural studies. An additional emphasis will be on the combination of theory and the potential application of cultural studies in your further studies. Thus, pertinent examples from British and American cultural history - such as Elizabethan courtly culture, Washington's Commonplace Book, 18th-century consumer culture, or the British Empire and Orientalism - will be constant points of reference.

Requirements: Regular attendance, response paper

3. Einführungsveranstaltungen

3.1 Einführung Sprachwissenschaft

Introduction to English Linguistics

Dr. M. Isermann

Wed, 11:15 - 12:45, HEU 2, 2: OG

The aim of this lecture course is to introduce students to the main ideas and concepts in English linguistics. We will start off by considering what language and linguistics are, look at key concepts in semiotics, phonetics and phonology, morphology, syntax, semantics, pragmatics and sociolinguistics.

There will be an accompanying compulsory tutorial taught by advanced students where the basic tools and techniques linguists require for their trade are presented, and in which the main issues treated in the lecture will be repeated and applied in practical exercises.

Course requirements: Regular attendance of both lecture and tutorial as well as preparation/homework and a final written test. Für den Scheinerwerb ist die Teilnahme an den Begleittutorien erforderlich, zu denen Sie sich vor Semesterbeginn online anmelden müssen. Die Termine der Tutorien standen am Redaktionsschluss dieses Dokuments noch nicht fest. Bitte informieren Sie sich rechtzeitig auf den Internetseiten des Instituts.

Texts: A reader with texts for the lecture class and tutorials will be available, but students may want to obtain either of the following textbooks.

3.2 Einführung Literaturwissenschaft

Introduction to Literary Studies

Prof. Dr. G. Leypoldt

Mon, 11:15 - 12:45, Heu

This course of lectures will serve as an introduction to the study of literatures in English. Addressing key concepts and critical tools relevant to the analysis and interpretation of literary texts, we will discuss structural aspects of the major genres (drama, prose, poetry), explore the uses of literary and cultural theory, and survey basic categories of literary historiography.

Depending on our funds, there might be an accompanying tutorial where advanced students will discuss with you the key issues of this lecture and introduce you to the technical skills and research tools you need in your course of studies. This lecture will be in English, and it will conclude with a written exam.

Texts: Our main texts are William Shakespeare's *Hamlet* (Arden Edition) and Henry James' *The Portrait of a Lady* (any edition). Please read them by mid-May. Additional texts will be provided during the term.

4. Proseminare

4.1 Fundamentals of Research and Writing

Priv.-Doz. Dr. F. Polzenhagen Tue, 13:15 - 14:00, 108

C. Burmedi Tue, 13:15 - 14:45, 122

4.2 Proseminar I Sprachwissenschaft

English Word Formation

Dr. J. Schultz Mon, 14:15 - 15:45, 110

This seminar will introduce students to the study of the formation of new complex words in present-day English. After a review of the basic notions in English word formation and its underlying concepts, we will look at the various word-formation patterns, such as compounding (e.g. *cherry-tart*, *whirlwind*, *honeymoon*), derivation (e.g. *unbelievable*, *optimistic*) and conversion/zero derivation (e.g. *to tango*, *to email*). Traditional approaches to the analysis of word-internal structures as well as new perspectives on the coining of complex lexical items will be taken into account. Special emphasis will be given to the cognitive functions and socio-pragmatic aspects of word formation, which have moved into the focus of linguistic concern in recent years. We will investigate how children learn vocabulary in terms of developing knowledge of complex words and their meanings. We will also look at the way this knowledge is stored and represented in the mental lexicon. In addition, an insight will be offered into the use of corpora of authentic language in order to find up-to-date examples of the different productive types of English word formation.

Texts: Schmid, Hans-Jörg. 2011. *English Morphology and Word-formation. An Introduction*. Berlin: Schmidt.

Introduction to English Lexicology

Dr. J. Schultz Tue, 14:15 - 15:45, 108

Lexicology is the linguistic discipline that investigates the structure of the lexicon of a language. The term *lexicon* might be defined as the system formed by all the words which make up a language.

English lexicology as a field of study received little attention in the past but has become the focus of linguistic concern in the past few decades. Studies have been published on lexicological areas such as word-formation and semantics, lexical semantics, vocabulary, the mental lexicon, and words and their meaning. In the first

half of this seminar, students will be introduced to some of the basic approaches to lexicology and its underlying concepts.

Online dictionaries and corpora have advanced to become an important medium of lexicological research. They constitute indispensable tools for the “modern” linguist. In the second half of this course, an overview will be given of the wide range of electronic dictionaries and corpora available today, such as the *Oxford English Dictionary Online*, the *Historical Thesaurus of the OED*, the *British National Corpus*, or English newspaper corpora compiled in the database *LexisNexis*. Students will explore how these sources can be fruitfully used for many types of investigation to gain insights into linguistic phenomena at the lexical, semantic or pragmatic-contextual level of language. All participants will have the opportunity to perform small research tasks and to present their findings in class.

Texts: Jackson, H. & Zé Amvela, E. 2007. *Words, Meaning and Vocabulary: an Introduction to Modern English Lexicology*. Second ed., London: Continuum.

Pragmatics

M. Eller

Thu, 9:15 - 10:45, 114

Pragmatics is the study of language in use and thus less concerned with what words or sentences can mean in theory than with how speakers use language in a certain context in order to convey a certain meaning. We all encounter plenty of situations in our everyday life in which much more is communicated than is actually said. While we've grown so used to “reading between the lines” that we hardly notice it anymore, pragmatics is all about understanding and analysing the underlying meaning-making processes.

This course provides a systematic introduction to the major concepts in pragmatic research, such as speech act theory, implicature, presupposition, frames, the cooperative principle, maxims of conversation, deixis, linguistic politeness and cross-cultural differences. We will start by looking at how pragmatics developed into an independent branch of linguistics and how it relates to other linguistic disciplines. During the course of the seminar we will be working with both the classic texts of the field as well as recent studies in applied linguistics so that you become familiar with typical research methods as well as cutting-edge research questions. In addition, you will have ample opportunity to apply the concepts discussed to actual instances of language use as we examine different types of data and address methodological issues.

Texts: A reader will be made available at the beginning of the semester.

Sociolinguistics

J. Smith

Tue, 9:00 - 11:00, 108

The fairly young discipline of Sociolinguistics focuses on the idea that linguistic variation does not solely depend on intralinguistic factors but can also be governed by extralinguistic aspects, such as social class, gender, ethnicity, age, or region/place. This course will offer an introductory overview of the field of sociolinguistics, i.e. the discipline's preferred methods, its historical development, typical research questions as well as different approaches to investigating the correlation between language and society.

Furthermore, students will be introduced to the major theoretical concepts of sociolinguistics and be confronted with some of the methodological challenges of sociolinguistic investigations where, for example, complex issues such as attitudes towards different varieties, the enregisterment (Agha 2003) of certain features in mono-, bi-, or multilingual communities or possible outcomes of language contact situations may be analysed.

Students are expected to present a case study in class and carry out a small research project which will serve as the basis of their term paper.

Second Language Acquisition

M. Eller

Wed, 11:15 - 12:45, 115

As learners and - in many cases - future teachers of English we are all familiar with the struggles involved with learning (or teaching) a second language. This course sets out to uncover the underlying reasons as documented in second language acquisition research and to explore suggestions for learning and teaching strategies developed on the basis of these findings. We will do this by examining the processes involved and by investigating in what ways second language acquisition is similar to and different from first language acquisition. Covering different approaches to and perspectives on language learning, the focus will lie on key concepts such as Universal Grammar, cross-linguistic influence, the different types of learning and teaching as well as on determining internal and external factors.

Texts: A reader will be made available at the beginning of the semester.

Urban Linguistics

J. Smith

Tue, 11:15 - 12:45, 113

For the first time in history, 2007 saw the day when more people lived in urban agglomerations than in rural communities, which, of course, brings both fascinating and complex challenges with it: How (should) different languages interact in

“superdiverse” (Vertovec 2007) cities? How do linguistic strategies contribute to the construction of social meaning in diverse urban contexts? Which sociolinguistic realities do we find as a result of mediatized, fast-paced, multicultural urban formations?

At the same time, dialectologists and sociolinguists alike have concentrated in recent years on the methodological issues this complexity raises: How do we do justice to the various linguistic phenomena and discourses in and of urban space, for example, linguistic variation, linguistic strategies emerged and spread via (social) media, linguistic and semiotic landscapes, or the complex make up of social networks and “communities of practice.” Other important developments dealing with the relationship between urbanicity and linguistic variation or change include the concepts of *linguistic ecology* as well as the exploration of the differentiation between *space(s)* and *place(s)*.

In this class, we will trace the development of the interaction between linguistics and urban places since Labov’s groundbreaking department store study and his seminal work *Language in the Inner City* (1972) and introduce different methodological research tools prevalent in urban studies. We will then focus on the linguistic and semiotic (re)presentation of prevalent urban topics, such as housing, gentrification, or multilingualism, and evaluate which methodologies are relevant to and representative of such topics.

Students are expected to present a case study in class and carry out a small research project which will serve as the basis of their term paper.

4.3 Proseminar II historische Sprachwissenschaft (Überblick)

Introduction to the History of English

This class offers an introduction to the historical development of the English language. Starting with the Germanic origins of the language, we will consider its development in phonology, grammar and lexis through Old English, Middle English and Early Modern English, making reference also to the Standard English we know today. Special emphasis will be put on the social and cultural background to the changes of English and on the mechanisms of language change.

Texts: A reader containing all class materials will be made available.

Priv.-Doz. Dr. S. Mollin	Mon	14:15 - 15:45	114
Priv.-Doz. Dr. S. Mollin	Wed	11:15 - 12:45	113

Introduction to the History of English

Priv.-Doz. Dr. F. Polzenhagen Fri, 14:15 - 15:45, 122

This course will give an introductory overview of the development of the English language. In its first part, we will look at the main historical periods of the English language (Old English, Middle English, Early Modern English). Here, the focus will be put on the reflection of historical changes and socio-cultural realities in the development of the lexicon of English. In the second part of the course, we will highlight specific kinds of changes (in the realms of phonology, morphology, syntax, semantics) that have taken place in the history of English. Finally, we will deal with historical dialects and with the issue of standardisation.

4.4 Proseminar II historische Sprachwissenschaft (Periode)

Introduction to Middle English

V. Mohr Wed, 9:15 - 10:45, 114

Die Lehrveranstaltung ist als Einführung ins Mittelenglische konzipiert mit dem übergeordneten Ziel, Texte aus dieser Periode verstehen und philologisch zu erschließen zu können. Die Beschreibung des Sprachstands bezieht sich insbesondere auf das Englische, wie es in den Werken von Geoffrey Chaucer, einem der bedeutendsten und mit am häufigsten anthologisierten Autoren der anglophonen Literaturen, in Erscheinung tritt und umfasst die Phonologie des Chaucer-Englischen sowie zentrale Aspekte der Morphologie, Lexik, Semantik, Syntax und Pragmatik.

Zunächst werden allgemeine Methoden der sprachgeschichtlichen Rekonstruktion vorgestellt und deren Möglichkeiten und Grenzen einer kritischen Betrachtung unterzogen. Durch kontinuierliches Anwenden dieser Methoden auf Texte von Chaucer gewinnen die Teilnehmenden Einsichten in Aspekte des Vokalismus und Konsonantismus, untersuchen die Betonungsmuster mehrsilbiger Wortformen und erkennen dabei, wie Chaucer sich die sprachliche Variation seiner Zeit zur metrisch-rhythmischen Gestaltung seiner Texte zunutze macht.

Anhand einer Vielzahl von Hinweisen auf gegenwärtige Varietäten des Englischen, insbesondere konservative Regionaldialekte, werden die Teilnehmenden auf Spuren des Mittelenglischen aufmerksam gemacht. Weiterhin sollen die Studierenden wesentliche Charakteristika des Gegenwartsenglischen, insbesondere dessen vertikale Schichtung und dissoziativen Charakter sowie Aspekte dessen Flexionssystems, als Folgen von lexikalischen Entlehnungen und Lautwandel darstellen und bewerten können.

Texts: Ein vom Veranstaltungsleiter verfasstes *workbook* und weitere Materialien werden den Teilnehmenden nach Abschluss der Anmeldungen zur Verfügung gestellt.

Introduction to Early Modern English

Dr. M. Isermann

Tue, 9:15 - 10:45, 114

The course takes a philological approach to the transitional period between 1450 and 1700, in which English developed into an idiom not far from the language we use today. It starts out from the assumption that the history of a language cannot profitably be studied without a solid knowledge of the texts in which it materializes as well as of their cultural and historical background. As regards the EME period, such an approach is particularly natural, given the fact that language became virtually the first object of public dispute in the two centuries that followed the introduction of printing. Consequently, we will place equal emphasis on the major developments in the phonology, lexicon and grammar of the period and on the texts which exhibit these developments and comment upon them. Regular homework (an estimated three hours per week) includes reading, translation, and regular exercises.

Texts: A Reader will be available at the Copy Corner.

4.5 Proseminar II moderne Sprachwissenschaft

Students for Teaching Degrees ('Lehramt') can only obtain credit points for a PS I Sprachwissenschaft in these classes – not for a PS II.

Linguistic (Im-)Politeness

Prof. Dr. S. Kleinke

Tue, 16:00 - 18:00, 110

Our discussion will start out from the pragmatic background of politeness, a brief introduction to central pragmatic models of politeness (Leech, Brown and Levinson and Watts) and their application to linguistic rudeness. Starting from these central theories, we will discuss a broad range of empirical studies on politeness-sensitive phenomena, such as greetings, compliments, apologies, requests and forms of address, often in a cross-cultural contrastive context.

A detailed list of topics for term papers and a detailed reading list as well as further details on how the course is organised will be provided in the first session.

Texts: Watts, Richard J (2003). *Politeness*. Cambridge. Chapter 1.

Computer-mediated Discourse Analysis

M. Eller

Thu, 14:15 - 15:45, 113

The advent of the so-called *new media* has not only changed our communicative landscape in such profound ways that some compare the recent and current developments to the changes brought about by the invention of the printing press in the 15th century, it has also opened up a relatively new and vibrant field for linguistic research. In this seminar we will discuss and compare the different ways in which computer-mediated communication can be analysed from a linguistic perspective by looking at various types of CMC (such as emails, blogs, IM, IRC, discussion forums, social networks and Twitter) and their structural, interactional and linguistic characteristics. During the course of the seminar we will not only be working with the classic texts of the field but also have a look at more recent studies and current research trends. In addition, you will have ample opportunity to apply the concepts discussed to actual instances of language use as we examine and contrast different types of data and approaches.

Texts: A reader will be made available at the beginning of the semester.

4.6 Proseminar I Literaturwissenschaft

Introduction to Shakespeare's Comedies: *A Midsummer Night's Dream & As You Like It*

Dr. K. Hertel

Thu, 9:15 - 10:45, 113

A Midsummer Night's Dream and *As You Like It* are counted among Shakespeare's "early" or "romantic comedies". Both plays focus on different aspects of the ideal of romantic love against a background of moral and social codes and constraints, and in both plays there is no clear-cut line between the comic and the tragic.

We will start the semester off by looking at the historical and theatrical context of Shakespearean drama before doing a close reading of each play. This will include aspects like plot structure, themes, character conception, language and style. Finally, we will discuss genre criteria and Shakespeare's use of comedy and tragedy in each respective play.

Texts: Participants are asked to have read the plays by the beginning of the summer term **in the Oxford-World-Classics-edition**. For those who would like to get to know more in advance about Shakespeare and his time, the *Shakespeare-Handbuch* by Ina Schabert can be recommended.

Introduction to the Study of Fiction: The Brontë Sisters

B. Woodley

Mon, 14:15 - 15:45, 115

Would you describe the chances of winning the lottery as microscopically small? Then how would you term the chance of one family producing three extraordinary writers in the same generation? Right, it's near impossible! But aside from making winning the lottery look easy, the Brontë sisters also seemed to have something which is usually disassociated with the lottery, though many people would wish it weren't: foresight – or at least a fine sense for the times in which they lived, which enabled them to reflect and foreshadow ongoing as well as future social, cultural and religious changes, and which made their novels relevant and readable, even today. The issues their fictions deal with centre on man and include topics like class, gender and religion. Thus, their novels offer a perfect vantage point for those interested in the Victorian lifeworld.

This seminar has a twofold aim: the first is to deepen the knowledge in the field of the study of literature which has been acquired in the *Introduction Lecture* by applying it specifically to the Brontës' novels. The second goal is to get an overview of Victorian culture through the lens offered us by the Brontës' novels. Guide for our joint venture to the Great 19th Century will be Anne Brontë's *The Tenant of Wildfell Hall* and Emily Brontë's *Wuthering Heights*. Of course we will also be discussing Charlotte's novels to some extent.

Primary Texts

- Brontë, Anne. *The Tenant of Wildfell Hall*.
- Brontë, Emily. *Wuthering Heights*.

Recommended Secondary Reading

- Nünning, Vera. *Der englische Roman des 19. Jahrhunderts*. Stuttgart: Klett, 2004⁵ [2000].
- Thormählen, Mairanne (ed.). *The Brontës in Context*. Cambridge: Cambridge UP, 2012.
- Wheeler, Michael. *English Fiction of the Victorian Period*. New York: Longman, 1994² [1985].

Further texts will be distributed in class.

An Introduction to the Study of Fiction: Ian McEwan

C. Earnshaw

Tue, 9:15 - 10:45, 113

For quite a long time, Ian McEwan was regarded as the enfant terrible of English literature, as his early fiction was perceived to be twisted and dark, revolving around topics such as incest, murder and child abuse. Today, McEwan is probably one of the most well-known British writers of contemporary fiction, famous not only for his intriguing exploration of the complexities and idiosyncrasies of the

human psyche, and his continual quest to capture the spirit of our times, but also for his cunning plot twists (spoiler alert!) and his play with perspective.

During the course of our seminar, we will firstly have a look at literary contexts of McEwan's works, attempting a first grasp at the vast range of themes, forms and writers that are deemed characteristic of 21st century British fiction. Secondly, the in-depth analysis of our two main texts *Enduring Love* (1997) and *Atonement* (2001) will give us an idea of the many facets of McEwan's work and at the same time allow us to practice your close reading and interpretation skills.

Texts: Please read the two novels before the beginning of term. Further reading material (especially short stories from his earlier fiction) will be made available at the beginning of the semester. Suggested introductory reading: Neumann, Birgit und Ansgar Nünning. 2011. *An Introduction to the Study of Narrative Fiction*. Stuttgart: Klett

Who's Afraid of Edward Albee?

Dr. E. Hänßgen

Fri, 11:15 - 12:45, 114

This course focusses on four plays by Edward Albee (b. 1928) - two of his earliest and two of his latest works, spanning the years from 1958 to 2004. The first play, *The Zoo Story* (1958), was a scandal and an instant success. He could follow this up with *Who's Afraid of Virginia Woolf?* (1962), which was adapted as a film starring Elizabeth Taylor and Richard Burton (1966). *The Goat* (2002) was one of the plays that brought back the critical acclaim Albee had long been lacking in the US. In 2004, he added a first act, *Homelife*, to *The Zoo Story*, thereby giving a background to the play nearly fifty years later. The two pieces were published as *At Home at the Zoo* in 2009.

We will analyse the dramatic technique and contents of the four plays, put them in the context of the Theatre of the Absurd and also work with scenes from the film adaptation. Albee combines controversial and violent subjects with his dark humour and addresses perversions of American society and the American Dream. Throughout his career, Albee has tried to shake us out of our complacency and illusions and make us aware of our responsibilities as human beings.

Texts: Please purchase and read these books before the beginning of term

- Albee, Edward. *At Home at the Zoo*. New York: Dramatists Play Service, 2009. (A mastercopy of this text will be available in a course file in the library in March.)
- —. *The Goat or Who Is Sylvia? (Notes Toward a Definition of Tragedy)*. New York: Dramatists Play Service, 2003.
- —. *Who's Afraid of Virginia Woolf?* 2nd ed. New York: Signet, 1983.

Narratives of Refugee Migration

Priv.-Doz. Dr. J. Rupp

Tue, 14:15 - 15:45, 115

Paradoxically, current refugee migration is both omnipresent as a media phenomenon and displaced by growing xenophobic sentiment or refugee camps located in the urban no man's land. Thus, the role of literature and narrative to articulate marginalized experiences and feed them back into mainstream discourses is looming large. In fact, over the past two decades or so, refugee novels have emerged as a significant new genre in British and other Anglophone writing.

This seminar will centre around three major readings to introduce participants to the study of narrative fiction as well as refugee novels and perspectives of intercultural narratology more specifically. Emphasis will be placed on narrative ways of staging and giving voice to refugee experience, including ethical questions of how to represent refugees and asylum seekers in fiction. Examples from other genres and media - short stories, film and television, oral history - will complement our discussion.

The seminar will also address aspects of teaching refugee novels as a way of promoting narrative and intercultural competence. These texts arguably deserve a more prominent place in the university and school curriculum, sensitizing readers to cross-cultural encounters and intercultural understanding as they do. Students enrolled in the new BA will be able to acquire 2 LP Fachdidaktik as additional credits in this seminar by handing in extra coursework on aspects of teaching narratives of migration in the EFL classroom.

Primary Reading:

- Leila Aboulela, *Minaret* (2005)
- Caryl Phillips, *A Distant Shore* (2003)

Secondary Reading:

- Lars Eckstein et al., eds. *Multi-ethnic Britain 2000+. New perspectives in Literature, Film and the Arts*. Amsterdam: Rodopi, 2008.
- Agnes Woolley. *Contemporary Asylum Narratives. Representing Refugees in the Twenty-first Century*. Basingstoke: Palgrave Macmillan, 2014.
- Issue "Migration", *Der fremdsprachliche Unterricht Englisch* 110 (2011)

War, Terrorism and Refugees in Contemporary British Drama

E. Redling

Wed, 9:15 - 10:45, 108

Contemporary British drama is thriving. New plays are being written and produced at a breath-taking pace. Thus, British drama is often able to respond to current events. In this course we will explore recent plays dealing with the topics of war, terrorism and refugees. We will particularly examine their political and ethical discussions as well as their aesthetic techniques. While focusing on current plays,

we will also look at the genre of drama from a more general and diachronic perspective.

Texts: There will be a reader.

4.7 Proseminar II Literaturwissenschaft

English Romantic poetry from Blake to Byron

Dr. K. Hertel

Thu, 16:15 - 17:45, 113

This course is designed to provide an overview of the literary period known as English Romanticism. In the course of the semester we will be looking at the work of writers who shaped this period, starting with the representatives of the older generation: William Blake, Robert Burns, S.T. Coleridge and William Wordsworth. The chronology will then lead us on to the younger generation including John Keats, P.B. Shelley and Lord Byron. Aspects of the writers' biographies as well as the poetological, historical, philosophical and socio-historical context of the time will complement the close reading of the respective poems.

Texts: A 'reader' with all the texts will be available in 'Copy Corner' (Merianstrasse) by the end of March.

Helpful books for a general introduction to the period of English Romanticism are: Boris Ford (ed.), *From Blake to Byron*, The Pelican Guide to English Literature, 5 (Harmondsworth: Penguin Books); Jean Raimond and J.R. Watson (edd.), *A Handbook to English Romanticism* (New York, 1992); Duncan Wu (ed.), *A Companion to Romanticism* (Oxford, 1988).

Literature and Science in the Nineteenth Century

E. Redling

Thu, 9:15 - 10:45, 112

Science and literature are often considered to be two very different disciplines. However, the nineteenth century revealed strong ties between these two fields. In fact, many creative writers dealt with topics similar to the ones studied by the great scientists of the time such as the search for 'origins', the nature of mankind or the relationship between mankind and machines as well as between the individual and society. In this course, we will discuss excerpts from the writings of Charles Darwin, Charles Dickens, George Eliot, Michael Faraday, Thomas Malthus, Louis Pasteur, Edgar Allan Poe, Mary Shelley, Mark Twain. The main focus will be on British writers, particularly Mary Shelley. However, as this list of authors shows, we will also take into account the European and transatlantic perspectives.

Texts: Please buy the following anthology (Kindle edition would be sufficient in

this case): *Literature and Science in the Nineteenth Century*. Ed. Laura Otis. Oxford: Oxford University Press, 2002. Kindle edition or Paperback, ISBN: 978-0199554652

Please buy *and* read beforehand (paperback edition please): Shelley, Mary. *Frankenstein*. London: Penguin, 2003. ISBN: 978-0141439471

Kate Chopin

Dr. P. Löffler

Thu, 16:15 - 17:45, 108

This seminar offers a comprehensive overview of the literary works of Kate Chopin. Best known for her proto-feminist novel *The Awakening*, Chopin was also a prolific short story writer, exploring American life and politics in French Louisiana during the later 19th century.

Throughout the semester, students will read most of her fictional texts in order to locate Chopin's position in American literary history. Central themes for discussion will include Chopin's local color aesthetics, her reflections on dominant gender scripts, and her use of both realist and naturalist paradigms of writings. The seminar concludes with an analysis of how modern academic criticism has constructed Kate Chopin as a feminist writer.

Texts: Kate Chopin, *Complete Novels and Short Stories*, Library of America

Raymond Carver

Dr. E. Hänßgen

Wed, 11:15 - 12:45, 114

Raymond Carver (1938-1988) is one of the best known and most widely acclaimed American short story writers, to some on a par with Ernest Hemingway. In this course, we will take a look at the collection *Where I'm Calling From* that Carver assembled before his death, combining earlier works with new stories. Here, Carver's development throughout 25 years is nicely illustrated: His dark realism lightens up, his terse style expands, and his characters gain more awareness of their - often bleak - situation. The setting is mostly among America's working poor, struggling in relationships and with alcoholism. We will also analyse the stories (and the poem) that went into the creation of the film *Short Cuts* by Robert Altman (1993). We will be working with the original texts and the film version.

Texts: Please purchase and read the texts by Raymond Carver in these editions before the beginning of term: *Short Cuts: Selected Stories*. Ed. Carola Jeschke. Reclams Universal-Bibliothek, 9079. Stuttgart: Reclam, 2001 and *Where I'm Calling From: New and Selected Stories*. New York: Vintage Contemporaries, 1989. (Watch out for your favourite stories to include in our syllabus.)

US American Short Fiction after 1945

Dr. H. Jakubzik

Wed, 11:15 - 12:45, 333

We will read U.S. American short stories from the last seventy years and accentuate their individual assets (experimental innovation, craftsmanship, political integrity etc.). Along with the fiction, we will study several theoretical essays on conceptions of modern and postmodern art. Complementarily, we will identify some of the changes in the qualities needed for a short story in order to be anthologized, and read up on some of the reasons and mechanisms that effect such changes. Among others, we will read stories written by Vladimir Nabokov, John Barth, Bharati Mukherjee, Sandra Cisneros, Maxine Hong Kingston, Amy Tan, Don DeLillo, Paul Auster and Stewart O'Nan.

Literature in Kenya

Priv.-Doz. Dr. M. Loimeier

Mon, 20:15 - 21:45, 115

Kenya is regarded as the literary center in Eastern Africa. In fact the country has produced some of the most prolific and influential African writers, among them Ngũgĩ wa Thiong'o, Margaret Ogola, Grace Ogot, Charity Waciuma, Meja Mwangi, and Binyavanga Wainaina. Therefore this seminar will concentrate on these authors, including Ngũgĩ wa Thiong'o's daughter Wanjiku wa Ngũgĩ and his son Mũkoma wa Ngũgĩ who are publishing novels as well. Of course Ngũgĩ wa Thiong'o's essay collections will be discussed as well as Wainaina's famous contributions for reviews and newspapers. Binyavanga Wainaina might be even guest in one of the lessons of the seminar.

Texts:

- Ngũgĩ wa Thiong'o: "Weep not, Child" 1964, "The River Between" 1965, "A Grain of Wheat" 1967, "Petals of Blood" 1977, "Detained: A Writer's Prison Diary" 1981, "Devil on the Cross" 1982, "Wizard of the Crow" 2006, the memoirs "Dreams in a Time of War" 2010 and "In the House of the Interpreter" 2012; essays: "Decolonising the Mind" (1986), "Moving the Centre" (1993), "Penpoints, Gunpoints and Dreams" (1998)
- Meja Mwangi: "Going Down River Road" 1976, "The Cockroach Dance" 1979, "Weapon of Hunger" 1989, "The Last Plague" 2000, "The Boy Gift" 2006, "Blood Brothers" 2009
- Margaret Ogola: "The River and the Source" 1964
- Grace Ogot: "The Promised Land" 1966, "The Island of Tears" 1980
- Charity Waciuma: "Who's Calling?" 1973
- Binyavanga Wainaina: "One Day I Will Write About This Place" 2011; essays: "How to write about Africa" (2005), "How to Write About Africa II: The Revenge" (2012)
- Wanjiku wa Ngũgĩ: "The Fall of Saints" 2013
- Mũkoma wa Ngũgĩ: "Nairobi Heat" 2009, "Black Star Nairobi" 2013

Sources: *Research in African Literatures*, search under <http://muse.jhu.edu>, and also <http://www.jstor.org>

Exploring Graphic Novels

Dr. A. Rügge-meier

Fri 22.04.: 10:00-18:00; Sat 23.04., 10:00-16:00;
Fri 29.04.: 10:00-18:00 Uhr, Sat 30.04.: 9:00-17:00 Uhr

In this seminar we will explore the genre of the graphic novel ranging from Pulitzer Prize winning *Maus* (1980/91) by Art Spiegelman up to more recent examples like Alison Bechdel's *Fun Home* (2006), Scott McCloud's *The Sculptor* (2015) and Spiegelman's *In the Shadow of No Towers* (2004).

As they make use of a specific combination of print text literacies and image literacies and negotiate diverse historically and culturally relevant topics like the Holocaust and 9/11 as well as questions of gender and belonging, the multimodal genre of the graphic novel presents a vibrant field for cultural and narratological approaches to literature. Apart from that, graphic novels innovatively foster the development of visual literacy, narrative skills, media awareness and intercultural understanding.

At the end of this seminar students will have gained knowledge about the graphic novel as a multimodal genre and a medium of cultural expression and they will have developed and reflected on different task-oriented creative and analytical ways to implement graphic narratives in diverse fields of intercultural learning.

4.8 Proseminar I Kulturwissenschaft (anwendungsorientiert)/Landeskunde

18th Century Britain

G. Heil

Wed, 14:15 - 15:45, 116

This course takes up the story of Britain in 1688 with the so-called 'Glorious Revolution' which saw the deposition of King James II of England and the accession of his daughter Mary II and her husband, William III, prince of Orange. It aims to narrate the political, economic, social, cultural and also literary transformations brought about in the time until a second, far-reaching revolution took place. Although external, the French Revolution of 1789 provoked major shifts within British political discourse, such that 1789 can be seen as a watershed year within the history of Britain.

In this time from 1688 to 1789 Britain underwent profound transformations. For one thing, at least at the start of the period, 'Britain' itself had not yet come into being. Britain as a composite nation was one of the many innovations of the 18th

Century. Change was taking place on all levels: towns and cities were growing significantly in number and size, industry was growing and becoming more sophisticated, Parliament became a genuinely powerful institution and the middling ranks slowly rose as a new class between the lower and upper classes. Change was everywhere and also in literature. The 18th Century arguably saw the rise of the novel as new and immensely important genre, as well as a completely different and newly evolving literature system. Thus, the 18th Century is in many ways very important for any student of English Literature and Culture.

This seminar will deal with the main events and manifold transformations that Britain underwent in this time as well as with the question of how genres and the system of literature changed.

Texts: Introductory (voluntary) reading:

- Dickinson, H.T. (ed.). *A Companion to Eighteenth Century Britain*. Oxford, Malden, Mass: Blackwell. 2002.
- Gregory, Jeremy and John Stevenson (ed.). *The Longman companion to Britain in the eighteenth century. 1688-1820*. London: Longman, 2000.

British Institutions – A History (1509-1815)

M. Shiels

Wed, 11:15 - 12:45, 122

Spanning the three hundred years from the accession of Henry VIII to the defeat of Napoleon and the Congress of Vienna, this course aims to narrate some of the political, economic, social and cultural changes in British society. In the course of the story, we shall focus on a limited (and therefore biased) selection of events, ideas and persons who have made a particular contribution to the greater historical overview.

This course is useful for those students who intend to become teachers. Sorry, but it is only open to those who need a credit/points/Schein. Regular attendance from day one is required.

Texts: Materials will be distributed in session and via a shared DropBox account.

Americans and War

Dr. S. Bloom

Mon, 9:15 - 10:45, 115

In 1932, Albert Einstein wrote an open letter to Sigmund Freud asking “Why war?” We will ask and attempt to answer this question regarding Americans and their wars. Wars examined will include the War for Independence, the War with Mexico, the Civil War, World War I and World War II, Vietnam, and American wars of the 21st century.

American Civil Religion in Literature and Life

Priv.-Doz. Dr. M. Peterfy

Tue, 16:15 - 17:45, 108

The sociologist Robert N. Bellah coined the phrase “Civil Religion” in 1967 to describe a conceptual relationship between the structures of religious thought and the national self-definition of Americans. According to this theory, American citizens share a set of cultural values which do not refer to any established religion, but which nevertheless function in the same way as religious feelings. In this course, we will examine both some of the “texts” and the “rites” of this “civil religion,” such as the role of the Declaration of Independence, the development of national holidays and the American flag, in US-American literature and life.

Requirements: Regular attendance, preparation of texts, participation in classroom discussions (20%), oral presentation (10 %), final test or final paper (70%).

A Reader will be available at the Copy Corner by the beginning of the semester.

A Decade of Centenaries

O'Brien/Gaston

Thu, 11:15 - 12:45, 108

The decade spanning the years 1912-1922 has been described by Enda Kenny, the Irish Taoiseach, as ‘the defining period of our modern history’. We are now in the middle of the centenary anniversary of this revolutionary decade. We will examine and explore a number of significant events from this decade including the Ulster Covenant, the 1913 Lockout, the First World War, the Easter Rising of 1916, the 1918 elections and the first Dáil, the Anglo-Irish War/War of Independence, the Treaty and the subsequent Civil War. All of these events played a vital role in the formation of the Northern Irish and Irish states. We will attempt to place them in an (all-Ireland) historical context and see how they have been or will be commemorated in both parts of the island.

4.9 Proseminar I Kulturwissenschaft (theoretisch)**American Pragmatism**

Priv.-Doz. Dr. M. Peterfy

Thu, 14:15 - 15:45, 115

Pragmatism (sometimes also called “pragmaticism”) is one of the most distinctive philosophical schools originating in the USA. It is primarily associated with the philosophers Charles S. Pierce and William James, but also with the writings of the sociologist and educational theorist John Dewey. The core of pragmatist thinking is that the meaning of a philosophical statement is the same as the practical consequences of adopting it. In this course, beside discussing the basic tenets of pragmatism, we will also look at its cultural manifestations and its reception by later thinkers, writers, and artists in the US, and abroad.

Requirements: Regular attendance, preparation of texts, participation in classroom discussions (20%), oral presentation (10 %), final test or final paper (70%).

A Reader will be available at the Copy Corner by the beginning of the semester.

4.10 Proseminar II Kulturwissenschaft/Landeskunde

Race Relations in the US, 1865-1964

Dr. P. Löffler

Thu, 14:15 - 15:45, 108

This seminar traces “race” as a dominant social, juridical, and aesthetic category in the US between the end of the Civil War and the beginnings of Jim Crow America and the passing of the Civil Rights Act in 1964.

Students will learn about how race was implemented in the US constitution to segregate American life socially and politically between Black and White/Caucasian citizens; the seminar looks at the emergence of race-based cultural communities and movements, such as the Harlem Renaissance; students will also read a selection of literary texts that reflect the tensions produced by “race” as a social and biological marker. The final sessions of the seminar will be dedicated to the aftermath of the Civil Rights movement in the 1970s and 1980s and the institutionalization of “race” as a theory hotspot in modern English Departments.

Texts: Nella Larsen, *Passing*, Norton Critical Edition.

History of the Media in the USA

Priv.-Doz. Dr. M. Peterfy

Tue, 14:15 - 15:45, 110

“The medium is the message” is a famous slogan by the philosopher and cultural critic Marshall McLuhan, which captures a great deal of our understanding of modern communications systems and of the public sphere. For the development of the United States, even from the earliest days, media (books, newspapers, radio, TV, internet, social media) have played an active and important role. In this course, we will explore how media have reflected and defined the structure of US-American public discourse throughout the centuries. The course will have a strong research component, but will also certainly be useful for students who are anticipating a teaching career. The course finishes with a final test.

Requirements: Regular attendance, preparation of texts, participation in classroom discussions (20%), oral presentation (10 %), final test (70%).

A Reader will be available at the Copy Corner by the beginning of the semester.

The American Musical on the American Frontier

C. Burmedi

Mon, 9:15 - 12:45, 110

In this course we will look at how a uniquely American experience has been portrayed in a uniquely American art form. To do the musicals justice, we will meet for four hours to watch the filmed versions in their entirety and discuss their relationship to theoretical texts. Grades will be based on an in-class presentation and a final essay examination.

5. Hauptseminare

5.1 Hauptseminare Sprachwissenschaft

Language and History in Anglo-Saxon England until the Norman Conquest

Prof. Dr. J. Insley

Thu, 16:15 - 17:45, 116

It is important to realize that the linguistic development of Old English is inextricably bound to the external history of the Anglo-Saxon period. This is especially true in times of upheaval, such as the Anglo-Saxon conquest of the former Roman province of Britannia or the Viking invasions. Modern research has emphasized the need for an interdisciplinary approach combining the history of the language with historical and archaeological evidence, and this is the approach which will be followed in this seminar. We will begin by examining the group of phonological changes which marked the emergence of Old English from its North-West Germanic parent language in the period 300-600 AD. The difficult question of the nature of the contacts between the Anglo-Saxon invaders and the British will be examined in some detail.

A major part of the seminar will be devoted to the linguistic contact between Old English on the one side and British, Latin and Scandinavian on the other. This will involve extensive analysis of lexical and onomastic evidence. In particular, the place-name evidence will be examined in some detail. Place-names and their typologies are prime sources for linguistic developments and for historical processes in this period. A second major area of interest will be the development of an Old English literary standard in the 10th century in the context of the Benedictine Reform and the achievement of political unity under the house of Wessex. The course will be rounded off by an analysis of the linguistic consequences of the Norman Conquest.

Linguistic Analysis

Dr. M. Isermann

Tue, 18:00–19:30, 108

The course aims to familiarize MA students with a range of routines, practices and methods guiding linguistic analysis in various fields. Part of the course will be devoted to the consolidation and expansion of linguistic key terms and concepts. The focus, however, is on the practical analysis and discussion of real-language data, mostly of the written kind.

Up to and including WS 2016, *Linguistic Analysis* will run in tandem with the state exam colloquium *The Structure of Present-Day English*. From 2017 onwards, it will

be adapted to its new purpose. Until then, the main assignment will be a longer final written exam, to be taken approximately two weeks after the end of term (in synchrony with the state exam Klausur). As for the course material, please see the description of the colloquium *The Structure of Present-Day English*.

Theories of Meaning

Priv.-Doz. Dr. F. Polzenhagen Tue, 11:15 - 12:45, 333

This course will give an overview of influential theories of “meaning”. The objective of the course is to delineate and compare the specific perspectives taken by the various, often competing approaches. Each model will be introduced through key texts of its major proponents and will be illustrated by central case studies. Inter alia, we will look at truth-conditional semantics, at methods and concepts in the structuralist tradition (e.g. “sense relations” and “componential analysis”), at cognitive-linguistic approaches (e.g. “cognitive models”, “conceptual metaphor”, “prototype semantics”) and at generative semantics. Broadening the perspective, we will also deal with pragmatic approaches to meaning.

Speech Acts and Speech Act Theory – Practical Explorations

Prof. Dr. S. Kleinke Thu, 14:15 - 15:45, 110

This course is meant to introduce a broader range of concepts and methods of speech acts and speech act theory developed within the last decades.

In the first part of the course we will be dealing with the main developments of speech act theory since Austin and will capture such issues as *performativity*, *speech act verbs*, *the component parts of speech acts*, *conditions of speech acts*, *speech act classification* and the issue of *(in)directness*. In the second part of the course we will focus on empirical studies of how speakers actually perform a selection of different illocutionary acts in natural conversation. Our discussion will focus on *directives*, *apologies*, and *complimenting*, looking at how they are used by different groups of speakers in different contexts. Our discussion will include studies on gender, cross-cultural and (im)politeness issues. Finally we will also look at how children and second language learners learn to master speech acts in first and second language acquisition.

Course Requirements: Active participation, oral report and research paper. A list of topics for term papers and a selective bibliography will be provided at the beginning of the course.

You can register for this class by e-mail: anmeldung.kleinke@as.uni-heidelberg.de

Text: Huang, Y. (2007): *Pragmatics*. OUP. Ch. 4.

Sociolinguistics: Development of a Discipline

Priv.-Doz. Dr. S. Mollin

Wed, 9:15 - 10:45, 113

Since the birth of sociolinguistics as a discipline in the 1960s, it has become established as one of the major branches of linguistics with a vast research community. Unsurprisingly, this history of over fifty years of research has also led to a situation in which sociolinguists, even if they subscribe to the same general perspective on language (how is language used in social contexts?), focus on different types of research questions, and use markedly different methods to study these. In this seminar, we want to cover the breadth of sociolinguistic research, beginning with the origins of sociolinguistics in dialectology, Labov's studies on Martha's Vineyard and New York City that kicked off the new discipline, and variationist classics such as Trudgill's Norwich study. We will then move on to increasingly more recent perspectives, such as speaker networks and communities of practice, and focus in some detail on the particular development of gender studies as one subbranch of sociolinguistics. Finally, the current trends in sociolinguistics will be discussed, such as urban linguistics and language in the diaspora. Throughout, we will be reading actual empirical studies, and discussing not just their findings, but their research perspectives and methods as well.

Students are expected to attend regularly, to read studies at home in preparation for class sessions, to give an oral presentation, and to conduct a small sociolinguistic project of their own, which will be poster-presented in a pilot stage at the end of the semester, and written up during the semester break.

Varieties of English in the Southern Hemisphere

Priv.-Doz. Dr. N. Nesselhauf

Wed, 11:15 - 12:45, 112

This seminar will be concerned with all the different types of varieties that can be found in the Southern Hemisphere. In addition to the larger first-language varieties of Australian English and New Zealand English, we will also discuss smaller first-language varieties such as the ones found on some South Atlantic Islands, second-language varieties of English (as used, for example, on some Pacific Islands) and English-based creoles (such as Tok Pisin). Special attention will also be given to the varieties of English used in South Africa. We will cover issues such as the structure and use of these various Englishes, their socio-linguistic and regional distribution, and their historical emergence, and also discuss possible reasons for the similarities of some of the first-language Southern Hemisphere varieties. At a more general level, we will also deal with theories of world Englishes and with the different methodological approaches to the study of varieties. For their seminar papers (deadline 30 August), participants will be expected to carry out an empirical analysis.

To register for the course, please send an email to Nadja.Nesselhauf@urz.uni-heidelberg.de, indicating whether you intend to acquire credit points or participate as a “Gasthörer.”

Introductory Reading: Schneider, Edgar (2011). *English Around the World*. Cambridge: CUP.

The Linguistic Anthropology of English: Synchronic and Diachronic

Dr. R. Möhlig-Falke

Mon, 14:15 - 15:45, 112

Linguistic anthropology may be defined as “that subfield of linguistics which is concerned with the place of language in its wider social and cultural context, its role in forging and sustaining cultural practices and social structures“ (Foley 1997: 3, quoted from Duranti ²2009: 3). By placing the focus of attention on language in relation to its use by speakers, and within certain situational and cultural contexts, linguistic anthropology shares many goals, research issues, and methods with discourse analysis, pragmatics, sociolinguistics, and the sociology of language. As an academic field, it has arisen from an ethnographic interest in non-European, indigenous languages and cultures. It is further closely associated with *linguistic relativity*, which attends to the cultural-dependent relationship between language, experience, and cognition. For these reasons, it may be strange to look at English – a very well investigated European language, firmly grounded in European academic traditions, frequently used in metalinguistic descriptions and taken as benchmark for understanding the structures of other languages – from the perspective of linguistic anthropology. In being comparative and pluricentric in outlook, this perspective may, however, allow a fresh look at English in the context of its use, its cultural and linguistic traditions, its cognitive, experiential and interpersonal dimensions. This course will thus investigate English both synchronically and diachronically in the light of anthropological linguistic key issues like the ethnography of speaking, linguistic and communicative competence, linguistic relativity, overt and covert categories, language universals, bi-/multilingualism, code choice and translation, linguistic norms and language ideology, and language and identity.

Students are to develop their own research scheme, which is to be worked out in a term paper (15-18 pages) to be handed in at the end of term. Preparation of reading material, active participation in group work and in a group presentation is a prerequisite.

Texts: Introductory reading (preparation for the first meeting): Alessandro Duranti. 2009. Linguistic anthropology: History, Ideas and Issues. In Duranti, Alessandro (ed.) 2009. *Linguistic Anthropology. A Reader*. Cambridge: CUP, 1-59.

Recent Trends and Methods in English Linguistics

Prof. Dr. B. Busse

Tue, 11:15 - 12:45, Neue Uni

During the past years, English linguistics has fruitfully and more prominently incorporated findings from a number of other disciplines, such as cognitive sciences, mathematics and informatics, sociology or human geography. This course aims at presenting recent trends in English linguistics to you with regard to both methodology and theoretical and contextual frameworks for these developments. Among the linguistic subdisciplines, approaches and methods to be discussed will be corpus linguistics and digital humanities, forensic linguistics, recent trends in sociolinguistics, language and cognition and quantitative linguistics in general. At the same time, we shall focus on selected, state-of-the-art topics currently discussed in the relevant fields of English linguistics.

Be prepared that the course will be very hands-on: you will be asked to analyse linguistic data from a number of different genres (both historical and Present-Day English) compiled in already existing corpora of English; you will also be asked to collect linguistic data - both qualitatively and quantitatively - in order to find answers to specific (interdisciplinary) research questions; and, finally, you will have to come up with creative research questions and methods that cater to the investigation of linguistic and multimodal strategies in an increasingly mobile world.

Secondary literature as well as other information about this course will be uploaded on Moodle in due course. To register for this course please send a message to sekretariat_busse@as.uni-heidelberg.de by 2 April 2016. MA-students will have priority access to this course.

Course requirements: presentation of research project in class, term paper to be submitted by 15 September 2016.

5.2 Hauptseminar Literaturwissenschaft

Women Artists in Novels by Women: Anne Brontë, *The Tenant of Wildfell Hall*, Virginia Woolf, *To the Lighthouse*, Siri Hustvedt, *The Blazing World*

Priv.-Doz. Dr. A. Kreis-Schinck Fri, 9:00 - 12:15, 333

Three novels, three centuries, three women artists as depicted by three women novelists – amidst a plethora of possible ways of approaching this complex topic this Hauptseminar aims in two directions.

On the one hand we'll look at some literary features characterising the 19th, 20th and 21st century novel respectively, such as narrative styles and techniques, point-

of-view, structural concepts, language, ideas about the “realist,” “modern” and “post-modern” novel. On the other hand we'll try to focus on some of the academic research centering on women's participation in the visual arts that has been carried out over the past decades. Needless to say that this will include a certain amount of self-reflexivity as Brontë, Woolf and Hustvedt chose their artist characters for certain reasons.

Students wishing to participate must have read the three novels before the beginning of term; they must also have had a look at Whitney Chadwick's, *Women, Art, and Society* (London, 1996) or any similar survey of women in art. Students of art are most heartily welcome!

Please note that this is a fortnightly seminar starting April 22.

Dates etc to be announced after registration. Registration: a.kreis@goldnet.ch.

London Crime Writing

Prof. Dr. P. Schnierer

Thu, 11:15 - 12:45, 112

Crime fiction is a vast and well-established field, and crime writing is even more so, comprising prose as well as poetry, drama, and (auto-)biographical texts. We will concentrate on texts set in or concerned with London (not necessarily the real one). This seminar will require plenty of reading, and I will try to accommodate your own preferences. Set texts comprise Anon, Arden of Faversham, Daniel Defoe's *Moll Flanders*, Charles Dickens' *Oliver Twist*, some of Conan Doyle's Sherlock Holmes stories, Dan Kavanagh's *Duffy* and China Miéville's *The City and the City*. Other texts (poems, excerpts, some cony-catching pamphlets) will be made available in a reader. You will have to hand in a written statement, indicating your proposal for a research project, by the end of March 2016. The other requirements are: one presentation of sorts, one written term paper, regular attendance, and active participation. Registration is open now.

Serial Storytelling and Adaptation from Dickens to Downton Abbey

Priv.-Doz. Dr. J. Rupp

Wed, 16:15 - 17:45, 113

Serial narratives rule. In particular, television series like *Breaking Bad*, *Sherlock* and *Downton Abbey* command large audiences, and according to critics epitomize the art of 21st-century storytelling. At the same time, seriality dates a longer way back. If not a general characteristic of art and fiction, it rose to prominence in the 19th century, when Charles Dickens and others started to serialize their works in magazines and newspapers, well before eventually publishing them in book-form. Against this backdrop, the current craze for serial stories seems to be a sign of our times as much as a rerun of an older, perhaps timeless joy in repetition and narrative consumption.

This constellation calls for a diachronic approach to serial narration and adaption as adopted by this seminar. Dealing with a cross-section of examples from different media, we will explore central aspects of theory and analysis in seriality studies: What are major techniques and forms of serial narration? How are these affected by changing media contexts (e.g. technologies of printing and circulation)? How much repetition and innovation does seriality demand or allow for? What, exactly, accounts for the longevity of serial heroes like Sherlock Holmes, and why are we glued to the screen to watch the drawn-out life and times of British aristocrats? Questions will also include the potential of teaching serial narratives, and students are encouraged to develop their own projects alongside the case studies discussed in class.

Primary Reading:

- Charles Dickens, *Great Expectations* (1860/61)
- Michael Faber, *The Crimson Petal and the White* (2002; read weekly instalments of novel's first part on *The Guardian* webpage)
- Anthony Horowitz, *The House of Silk* (2011)

A reader with additional material will be made available at the start of the semester.

Secondary Reading:

- Rob Allen & Thijs van den Berg, eds. *Serialization in Popular Culture*. New York: Routledge, 2014.
- Frank Kelleter, ed. *Populäre Serialität. Narration - Evolution - Distinktion : Zum seriellen Erzählen seit dem 19. Jahrhundert*. Bielefeld: transcript, 2012.
- Graham Law. *Serializing Fiction in the Victorian Press*. Basingstoke York: Palgrave, 2000.

British Novels of the 21st Century

Prof. Dr. V. Nünning

Tue, 11:15 - 12:45, 112

British novels of the 21st century do not only draw a wide popular readership, they are also of academic interest. After fifteen years in the new millennium, it may be time to look at recent developments in British fiction and try to gauge the most important tendencies and innovations.

In this course, we will analyse five very readable, popular, and widely praised novels which belong to different subgenres and feature different topics as well as modes of writing. The major aims of this seminar are to explore new developments in the field of British fiction, and to enable the students to deal with and write papers on novels which have not yet become the topic of 'secondary literature.' Most of the works which we will discuss cannot only fruitfully be read in schools, they can also be the topic of a wide range of innovative MA theses or *Zulassungsarbeiten*.

Registration: For registration, please hand in a short essay (1500-2000 characters) about your motivation for choosing this module and what topics and research questions you are most interested in. The text is to be sent via e-mail by the 28st of February, 2016.

Texts: Ian McEwan, *The Children Act* (2014). Justin Cartwright, *Other People's Money* (2011). Mark Haddon, *The Red House* (2012). Hilary Mantel, *Wolf Hall* (2009). Nick Hornby, *Funny Girl* (2014).

Emerson, Thoreau, and the American Experimental Tradition

Profs. Schulz & Shultis

Tue, 16:15 - 17:45, 113

Emerson and Thoreau are usually considered as the leading representatives of American Transcendentalism, an intellectual and literary movement that coincides with the first flowering of American literature. However, a closer look reveals that these two writers formulated widely divergent positions with regard to nature and aesthetics, with considerable consequences for the development of American arts, music, and letters in the 20th century. We will examine parallels and contrasts between Emerson and Thoreau as well as their impact on modernist composers, artists, and poets including, among others, Charles Ives and Charles Olson on the one hand, John Cage and William Carlos Williams on the other.

Texts: Ralph Waldo Emerson. *Selected Essays*. Penguin Classics; Henry David Thoreau. *Walden, Civil Disobedience, and Other Writings*. Ed. William Rossi. Norton Critical Edition. Third Edition.

Race and Ethnicity in the US

Profs. Gerhard & Leypoldt

Thu, 16:15 - 17:45, 112

This interdisciplinary seminar, which is co-organized by the Anglistische Seminar and The Heidelberg Center for American Studies, deals with the question of how race and ethnicity impact everyday life in the United States. Combining the perspectives of urban geography and literary studies, we will survey a variety of theories and concepts, novels, and case studies of urban ethnography that help us explore the fundamental dynamics and practical consequence of racial and ethnic markers of socio-cultural segmentation. On the one hand, race and ethnicity can be seen as institutionalized engines of social inequality and political marginalization. From another angle, racial and ethnic affiliations also revolve around the idea of cultural authenticity and identity, which can produce new imagined communities with very real consequences (racialized “ghettos” on the one hand, “gentrified” ethnic neighbourhoods on the other). We will approach the phenomenon of ethnicity and race by looking at a number of theoretical texts (from urban sociology, philosophy, and cultural theory) as well as more concrete studies of urban neighbourhoods and literary representations of the issues involved.

Texts: Please acquire and read before the beginning of the term the following texts (in any edition):

- Elijah Anderson, *The Cosmopolitan Canopy: Race and Civility in Everyday Life* (2012)
- Chimamanda Ngozi Adichie, *Americanah: A Novel* (2013)
- Ayad Akhtar, *Disgraced: A Play* (2013)

The remaining material will be provided online during the term break.

Registration: you can register by sending an email to leypoldt@as.uni-heidelberg.de by 15.02.2016.

The Modernist Poetry and Prose of William Carlos Williams

Priv.-Doz. Dr. M. Peterfy

Thu, 9:15 - 10:45, 110

In this seminar we will read and discuss the poems and prose works of the great American modernist writer, William Carlos Williams. Besides being a prolific writer, Williams was a physician with his own independent practice. Here, he encountered people from all walks of life and listened out for the “American idiom” that became central for his compositions. At the same time, Williams was interested in new artistic developments, whether in the medium of text, image, music, or dance. Throughout his life, he saw his task as a writer to register his experiences as authentically as possible and thus to create an original and direct verbal record of American life.

Requirements: Regular attendance, preparation of texts, participation in classroom discussions (20%), oral presentation (10 %), final paper (70%).

Please buy the book *Imaginations* (New York: New Directions Publishing House). Additional texts will be made available in a Reader, to be purchased from the Copy Corner.

The Genre Turn in Contemporary Fiction

Prof. Dr. G. Leypoldt

Mon, 16:15 - 17:45, 112

This seminar deals with the adaptation of genre fiction elements by recent novelists of high literary ambition. As we explore how genre elements function in the contemporary novel, how they relate to the culture at large, and which possibilities of narrative experiment and cultural diagnostics they provide, we shall look at the following five novels: Jennifer Egan’s *The Keep* (2006), which sends its conflicted American characters to an old castle in Europe; Octavia Butler’s vampire story about race relations, *Fledgling* (2007); Emily St John Mandel’s *Station Eleven* (2014), about a company of Shakespeare actors touring an apocalyptic US; Kazuo Ishiguro’s *The Buried Giant* (2015), a knight’s tale set in a mythical England at the

time of the Saxon conquest, and Juno Diaz' ethnic family saga framed within comic-book and fantasy references, *The Brief Wondrous Life of Oscar Wao* (2007).

Texts: Please acquire and read before the beginning of the term the following texts (in any edition):

- Jennifer Egan, *The Keep* (2006)
- Octavia Butler, *Fledgling* (2007)
- Emily St John Mandel, *Station Eleven* (2014)
- Kazuo Ishiguro, *The Buried Giant* (2015)
- Juno Diaz, *The Brief Wondrous Life of Oscar Wao* (2007)

Registration: you can register by sending an email to leypoldt@as.uni-heidelberg.de by 15.02.2016.

6. Kolloquien

6.1 Kolloquien Literaturwissenschaft

Forschungskolloquium

Prof. Dr. G. Leypoldt

Thu, 18:15 - 19:45, 114

The colloquium is intended for aspiring post-graduate students and will serve as a forum for presenting and discussing research projects and debating project-related problems of literary and cultural theory.

Colloquium for Exam Candidates

Prof. Dr. V. Nünning

Wed, 11:15 - 12:45, 116

In this colloquium, we will discuss topics relevant for the final exams. The participants will talk about topics for final papers and how these should best be structured (Zulassungsarbeit, Bachelor-, Master- & Magisterarbeit), about suitable topics for the oral exams, about an ideal preparation for the written and oral exams, and about what kind of knowledge should be attained as so as to get an adequate overview of English Literature. And since a good preparation for the exam should ideally begin with the selection of according seminars during the main study period, participants who have not yet completed all necessary courses may also take part.

In diesem Kolloquium wird Wissen vermittelt, das für die Examensvorbereitung (für Magister- und Lehramtskandidaten) von Relevanz ist. Es wird – jeweils anhand von konkreten Beispielen – erörtert, was relevante Fragestellungen für Abschlussarbeiten sind und wie diese aufgebaut sein sollten, welche Themen sich für mündliche Prüfungen eignen, wie man sich auf mündliche und schriftliche Prüfungen vorbereitet, und welches ‚Überblickswissen‘ eine notwendige Voraussetzung für mündliche Examina darstellt. Da eine gute Vorbereitung für eine Prüfung bereits mit der Auswahl von Lehrveranstaltungen im Hauptstudium beginnt, sind auch Teilnehmer und Teilnehmerinnen willkommen, die noch nicht alle Scheine erworben haben.

Please register via e-mail either to my account or via the secretariat.

Examenskolloquium

Priv.-Doz. Dr. M. Peterfy

Tue, 9:15 - 10:45, 112

This is a seminar for those students who intend to take their final oral exams with me (Master and Staatsexamen).

Preparing for the Final Exam

Prof. Dr. D. Schloss

Tue, 14:15 - 15:45, 112

Das Kolloquium besteht aus acht doppelstündigen Sitzungen und dient der Vorbereitung von Magister- und Staatsexamensprüfungen mit einem Schwerpunkt in der Amerikanistik. Falls Bedarf besteht, wird anhand früherer Klausurtexte die schriftliche Prüfung geübt. Darüber hinaus orientiert sich die Diskussion an den Schwerpunktthemen der Teilnehmer für die mündliche Prüfung. Der Termin der ersten Sitzung wird Anfang des Sommersemesters bekannt gegeben. Anmeldungen bitte per Email an: dietmar.schloss@urz.uni-heidelberg.de

Kolloquium

Prof. Dr. P. Schnierer

Mon, 11:15 - 12:45, 114

Diese Ankündigung ist auf Deutsch, aber das Kolloquium wird beide Sprachen in ihr Recht setzen. Es soll der Vorbereitung auf Staatsexamina und Masterprüfungen dienen und wird sich demnach an Ihren Themen, insbesondere denen Ihrer mündlichen Prüfungen orientieren. Ein mock exam ist ebenso geplant wie die individuelle Beratung bei der Konzeption Ihrer Prüfungsthemen. Anmeldung ab sofort per Email: pps@urz.uni-heidelberg.de

6.2 Kolloquien Sprachwissenschaft**Colloquium**

Prof. Dr. B. Busse

Tue, 9:15 - 10:45, Neue Uni, HS 05

In this colloquium, key topics in English linguistics will be revised in order to prepare students for their exams. Please contact Ms Jennifer Smith by 11 April 2016 at jennifer.smith@as.uni-heidelberg.de to sign up for the course.

The Structure of Present-Day English

Dr. M. Isermann

Tue, 18:00 - 19:30, 108

One objective of this course is to provide students with an opportunity to prepare for the exam Rahmenthema of the same title. Another is to assemble, brush up, and supplement the fragmented bits and pieces of linguistic knowledge that have accumulated during the years of study in such a way that students feel confident about their knowledge of linguistics and are able to tackle practical linguistic problems. The topics dealt with very much overlap with those covered by the Introduction to Linguistics, i.e., presentations, discussions and exercises will focus on the core linguistic disciplines. Please sign up on the list outside my office door (325). Priority is given to those who are taking the Structure of PDE Klausur in the Staatsexamen directly after the end of term. Note: There will be an Übung

accompanying the course on Fridays, 11-12.30 h, and, possibly, another one to be arranged in class.

Texts: A reader may be obtained from the *Copy Corner*. Additional course material can be downloaded from Moodle2.

Exam Colloquium

Prof. Dr. S. Kleinke

Thu, 11:15 - 12:45, 110

This course is for advanced students and students preparing for their final exams (*Staatsexamen*, BA, MA and *Magister*). Its aim is to help students decide on exam topics and provide them with an overview of sub-disciplines and research areas in linguistics. Participants are expected to formulate questions and prepare exercises for each session. Registration: anmeldung.kleinke@as.uni-heidelberg.de

Texts: Kortmann, Bernd (2005): *English Linguistics: Essentials*. Berlin. Cornelsen. (Recommended). You will receive further information on the literature during the first session.

Research Colloquium

Prof. Dr. S. Kleinke

Thu, 18:00 - 20:00, 122

This seminar is designed for students at the end of their *Hauptstudium* who are planning to write a BA thesis, MA thesis, *Staatsexamens-* or *Magisterarbeit* in English (or those who have already started to work on such a project). It offers writers of theses and dissertations a forum to present and discuss their work-in-progress. In addition, we will consider how linguistic projects are best organized and discuss current research issues including both methodological and theoretical concerns wherever possible.

N.B.: A detailed seminar plan will be provided before the first session via E-Mail.

You can register for this class during my office hours (preferred) **and** by e-mail at anmeldung.kleinke@as.uni-heidelberg.de

Colloquium for Exam Candidates

Priv.-Doz. Dr. S. Mollin

Wed, 14:15 - 15:45, 113

Exam candidates for state examination as well as M.A. degrees are invited to join the colloquium, in which we will revise key topics in English linguistics and discuss exam formalities and study strategies. All participants are expected to come to sessions prepared and to give a short presentation summarizing one topic. The

colloquium will take place every other week. To register, please send an e-mail or come to my office hours.

Colloquium for Exam Candidates

Priv.-Doz. Dr. N. Nesselhauf Wed, 9:15 - 10:45, 112

This course intends to assist students in preparing for the oral part of the Staatsexamen. We will discuss the choice of suitable topics and literature and revise basic linguistic knowledge. In addition, we will cover some of the areas of specialization of the participants and practice possible exam questions.

To register, please send an email to Nadja.Nesselhauf@urz.uni-heidelberg.de. Priority will be given to those students who will be taking the oral exam with me in the following semester (in this case, no registration is necessary).

Research Colloquium

Priv.-Doz. Dr. N. Nesselhauf Mon, 11:15 - 12:45, 112

This colloquium is intended as an accompaniment to those students who are in the process of writing (or about to embark upon) a wissenschaftliche Arbeit for the Staatsexamen ("Zulassungsarbeit"), MA-thesis, or BA-thesis. It will be a forum for the presentation and in-depth discussion of your research in progress as well as of general issues concerning the methodological design and the theoretical basis of empirical linguistic work. Please register when you register for your thesis during my office hours (or by email: Nadja.Nesselhauf@urz.uni-heidelberg.de).

6.3 Kolloquien für Masterstudenten

Recent Trends in English Studies: Master Colloquium

Priv.-Doz. Dr. M. Peterfy Tue, 13:15 - 14:00, 113

This course is an interdisciplinary research colloquium, designed specifically for Master Students, in particular of the first semesters. Every week, you will meet a new member of staff, who will present his or her most recent research. The course is meant to introduce you to new research topics and methodologies. Master students in the first semester are the foremost target group of this seminar, but later semesters are welcome, too!

7. Oberseminare

7.1 Oberseminar Literaturwissenschaft

Seminar for Doctorate Students

Prof. Dr. V. Nünning

Tue, 14:00 - 16:00, 113

This seminar is intended for doctorate students of English and American Studies in the field of Literary Science. Here, basic problems that arise when writing a dissertation, as well as selected theories and topics will be discussed. Please register personally with me during my office hours.

Dieses Seminar richtet sich an Doktorandinnen und Doktoranden der anglistischen und amerikanistischen Literaturwissenschaft. Im Mittelpunkt stehen die Diskussion grundlegender Probleme, die sich beim Verfassen einer literaturwissenschaftlichen Dissertation ergeben, sowie ausgewählte Theorien (etwa feministische Narratologie) und Themen. Eine persönliche Anmeldung in meiner Sprechstunde ist erforderlich.

Oberseminar

Prof. Dr. P. Schnierer

Thu, 18:15 - 19:45, 115

Dieses Oberseminar steht vorrangig Studierenden offen, die Qualifikationsschriften jenseits der Bachelorstufe verfassen: Zulassungsarbeiten, Masterarbeiten und Doktor-Dissertationen. Wir werden uns, ausgehend von Ihren Forschungen, mit aktuellen Problemen der Literaturwissenschaft beschäftigen und dabei auch die Literaturproduktion der Gegenwart verfolgen. Anmeldung ab sofort per Email: pps@urz.uni-heidelberg.de

8. Examensvorbereitung

Vorbereitungskurs für Examenskandidaten

Translation into English

D. O'Brien

Tue, 11:15 - 12:45, 108

This course will prepare you for *Klausur I* of the *Staatsexamen*. We will go through a past exam each week and you will have the opportunity to have homework marked and graded on a regular basis. The course will conclude with a mock exam.

9.1 Fachdidaktik I

Die Qualifikationsziele sind die Sensibilisierung für zentrale fachdidaktische Fragestellungen, die Kenntnis theoretischer Grundlagen eines kompetenzorientierten Fremdsprachenunterrichts und der Erwerb von Grundkonzepten altersgerechten Fremdsprachenunterrichts. Das Fachdidaktikmodul I orientiert sich an den Inhalten und Erfordernissen des Schulpraxissemesters:

- den theoretischen Grundlagen zum Fremdspracherwerb und -lernen, der Didaktik und Methodik des kompetenzorientierten und kommunikativen Englischunterrichts wie Sprachtätigkeiten, sprachliche Mittel, interkulturelle kommunikative Kompetenz und Lernstrategien
- den Grundlagen der Beobachtung, Planung, Durchführung und Reflexion von Englischunterricht
- den Methoden und Medien im Fremdsprachenunterricht

J. Naßutt	Mon	16:15 - 17:45	114
H. Weißling	Tue	9:15 - 10:45	110
I. Sikora-Weißling	Thu	14:15 - 15:45	122
I. Sikora-Weißling	Thu	16:15 - 17:45	122

9.2 Fachdidaktik II

Prerequisites: “Fachdidaktik I” and a previous internship at school (“Praxissemester”)

Kompetenzorientierter Englischunterricht

S. Schwarz Mon, 14:15 - 15:45, 113

Die Veranstaltung richtet sich ausschließlich an Studentinnen und Studenten, die bereits Fachdidaktik I und das Praxissemester absolviert haben. Im Mittelpunkt dieses Kurses stehen verschiedene Möglichkeiten der Schulung von Kompetenzen im Englischunterricht der Sekundarstufen I und II, wobei durchgehend die kritische Reflexion der Erfahrungen aus dem eigenen Unterricht während des

Praxissemesters einfließen wird.

Fremdsprachendidaktische Grundsätze und methodische Vorgehensweisen werden vorgestellt, reflektiert und selbstständig auf neue Themen übertragen. Ausgewählte Aspekte wie Umgang mit Texten, Förderung der mündlichen Sprachproduktion im Englischunterricht, Materialentwicklung, funktionaler Einsatz verschiedener Medien werden erarbeitet und angewendet. In diesem Zusammenhang wird im Laufe des Semesters eine Ganzschrift zu lesen sein.

Scheinerwerb: regelmäßige und aktive Teilnahme an den Sitzungen, Vor- und Nachbereitung verschiedener Unterrichtseinheiten, Hausarbeit zur Planung von Unterricht (ca. 10 Seiten)

Media in the English Classroom

C. Dub

Mon, 16:15 - 17:45, 113

Im Mittelpunkt steht der Einsatz verschiedener Medien im Englischunterricht der Sekundarstufen I und II. An die Erörterung des theoretischen Hintergrundes schließt sich die praxisorientierte Erarbeitung von Einsatzmöglichkeiten verschiedener Medien unter methodisch-didaktischen Gesichtspunkten an.

Scheinerwerb: regelmäßige und aktive Teilnahme an den Sitzungen, Vor- und Nachbereitung der Sitzungen, Hausarbeit (ca. 10 Seiten)

New Literacy

H. Weißling

Tue, 11:15 - 12:45, 110

Teachers of foreign languages face new challenges when it comes to working with texts. Changes in society, cultural developments and the widespread use of modern media have led to an increasing number and variety of text types.

Texts: Course books and texts will be provided.

Communication in English Lessons

S. Mußmann

Wed, 14:15 - 15:45, 114

In this course we will deal with a wide range of speaking tasks (e.g. various forms of oral presentations, debating, mediation), leading up to the communication exam students have to take in grade 12/13. Participants will be asked to take part (very) actively and practice these exercises.

10. Sprachpraxis

10.1 Pronunciation Practice BE

This is a class in the language lab which aims at improving your English pronunciation. As it is largely based on the theoretical knowledge you acquire in the lecture “Introduction to English Phonology and Phonetics”, it should be taken in the same semester as the lecture, but certainly not before the lecture. The Schein that you receive for passing this class is the so-called “Aussprachetest.” You have to sign up online for either British English (BE) or American English (AE) classes before the start of the semester in order to obtain a place. Please note that you will lose your place in this course if you do not attend the first session (N.B.: courses start in the 1st week of the semester).

A. Benner	Tue	8:15 - 9:00	ZSL 320
A. Benner	Tue	9:15 - 10:00	ZSL 320
A. Benner	Tue	10:15 - 11:00	ZSL 320
A. Benner	Tue	11:15 - 12:00	ZSL 320

10.2 Pronunciation Practice AE

This is a class in the language lab which aims at improving your English pronunciation. As it is largely based on the theoretical knowledge you acquire in the lecture “Introduction to English Phonology and Phonetics”, it should be taken in the same semester as the lecture, but certainly not before the lecture. The Schein that you receive for passing this class is the so-called “Aussprachetest.” You have to sign up online for either British English (BE) or American English (AE) classes before the start of the semester in order to obtain a place. Please note that you will lose your place in this course if you do not attend the first session (N.B.: courses start in the 1st week of the semester).

N. Becker	Thu	9:15 - 10:00	ZSL 320
N. Becker	Thu	10:15 - 11:00	ZSL 320
N. Becker	Thu	11:15 - 12:00	ZSL 320

10.3 Grammar/Tense and Aspect

The aims of this course are twofold: to help you use tense and aspect correctly, and to help you identify typical errors and explain your corrections.

K. Henn	Mon	14:15 - 15:45	116
K. Pfister	Tue	9:15 - 10:45	115

K. Pfister	Tue	11:15 - 12:45	115
D. O'Brien	Fri	9:15 - 10:45	122

10.4 Grammar/Tense and Aspect for Repeat Students

Only students who have failed Grammar 1 in a previous semester may register for this course! Students in the Repeat Course will be asked to approach the learning materials with more self-reliance than in the original course. They will be expected to review the Grammar 1 handouts and formulate questions for class discussion as homework. Class work will then consist of in-depth discussion of typical mistakes and exam type exercises.

C. Burmedi	Tue	9:15 - 10:45	122
C. Burmedi	Tue	11:15 - 12:45	122

10.5 Writing/Essential Skills for Writing

This is a pre-essay-writing course in which you will learn to compose well-structured and varied sentences. The course will deal with coordination and subordination, non-finite and verbless clauses, relative clauses and the noun phrase, and thematization. Emphasis will be placed on both analysis and production. Exercise types will include error detection and correction and elementary paragraph production. New LA students should have passed Tense and Aspect to register for this course! 75% BA students are advised to take Tense & Aspect before registering for this course.

B. Gaston	Mon	14:15 - 15:45	108
B. Gaston	Mon	16:15 - 17:45	108
D. O'Brien	Tue	9:15 - 10:45	116
K. Henn	Tue	11:15 - 12:45	116
K. Henn	Tue	14:15 - 15:45	116
D. O'Brien	Fri	11:15 - 12:45	122

10.6 Translation into English/Structure and Idiom

This course is intended to be taken after Tense and Aspect and after Essential Skills for Writing. The course deals with contrastive problems for native speakers of German, concentrating, typically, on problems of grammar rather than vocabulary. Typical problem areas are: conditionals, modality, reported speech, adverbs/adjectives, gerund/infinitive and word order.

K. Pfister	Mon	11:15 - 12:45	115
A. Mau	Mon	16:15 - 17:45	110

B. Gaston	Tue	11:15 - 12:45	114
B. Gaston	Tue	14:15 - 15:45	114
K. Pfister	Thu	9:15 - 10:45	115

10.7 English in Use

Vocabulary and Idiom

D. O'Brien Thu, 9:15 - 10:45, 116

The aim of this course is to help you expand and enrich both your active and passive vocabulary in English. You will begin by familiarising yourselves with your *dictionaries* and then go on to look at such areas as *word formation*, *semantic fields*, *phrasal verbs*, *idioms*, *false friends*, and *register and style*. In addition, we will deal with various topic areas each week (for example *politics*, *personal finance*, *books*, *the media*, *education*, *health*, and *sport* to mention just a few) by means of exercises and newspaper articles. The emphasis of the course will be on practical work - you will be confronted with a myriad of exercises to do at home and in class.

If you enjoy words and language, if you are the type of person who gets sidetracked when using a dictionary, then this course is for you. This course counts as Advanced English in Use for BA 25% students who start in the WS 2015-2016 or later.

Texts: There is no set course book. However, a good English dictionary will be essential for class work. I recommend the following:

- *Collins Cobuild Advanced Learner's English Dictionary*. (7th ed.) 2012.
- *Longman Dictionary of Contemporary English for Advanced Learners* (5th ed) 2010.
- *Oxford Advanced Learner's Dictionary* (8th ed.) 2010.

Reading Skills

K. Henn Tue, 16:15 - 17:45, 116

This class aims to help you improve your reading **efficiency**. It provides training in the following areas: **skimming and scanning** (selecting texts and text extracts that are relevant for your purposes); **speedreading**; **notetaking**; and **vocabulary learning techniques**.

This course counts as Advanced English in Use for BA 25% students who started in WS 2015-2016 or later.

KISS - Professional Presentation of Research

K. Gunkel

Dates will be announced in late February 2016
(please see Aktuelles), Raum: R 108

KISS (Keep It Short and Simple) aims at developing your confidence and clarity when delivering presentations in English for different professional settings. You will learn phrases typically used to get started, to make transitions, to refer to slides, and to end your presentation effectively. You will learn also how to chair meetings or conferences effectively by applying powerful moderation techniques for utilizing the competence of all participants within a productive atmosphere. This course is suitable for both beginning teachers and young professionals. Assessment: two 5-minute presentations; and one 15-minute end-of-term presentation. Participants are expected to chair and/or participate in a mock meeting and give constructive impromptu feedback to their fellow students. Requirements: PowerPoint/Keynote. Please bring your own laptop or tablet computer.

This course counts as Advanced English in Use for BA 25% students who start in the WS 2015-2016 or later.

10.8 Advanced Writing/Academic Essay Writing

Academic Essay Writing

This course will introduce strategies for approaching a variety of academic papers. It will cover tools such as outlines and game plans so that your papers can be clearly structured, and proofreading and editing tips to help you polish your work. You will also have the opportunity not only to hone your own skills as a writer, but to practice effectively evaluating other students' writing. After completing the course, you will be prepared to write the kinds of academic essays most often required for university courses as well as on essay examinations. Note that the course will be taught partly in class and online. Information about how this will work will be given out at our first meeting. **Texts:** Please try to obtain a copy of the class reader before the first session.

A. Mau	Tue	16:15 - 17:45	112
B. Gaston	Mon	11:15 - 12:45	122

Advanced Writing

K. Henn

Mon, 16:15 - 17:45, 122

This is a class that helps you to edit your own and others' writing for common errors and to improve your own writing style. After reviewing editing techniques and covering elements of formal written style, we will spend the semester taking an in-depth look at student writing and finding ways of improving it.

The Writing Process

- How can the writing process best be described?
- Does being able to describe the process help us become better at doing the process?
- Are there useful shortcuts or catalysts to be found by studying the process?
- Is the process more universal or individual in nature?

C. Burmedi	Thu	9:15 - 10:45	122
C. Burmedi	Thu	11:15 - 12:45	122
D. O'Brien	Thu	16:15 - 17:45	114

10.9 Stylistics/Grammar and Style II

Translation II (E-G)

This course provides you with the tools necessary to translate a variety of literary texts in such a way that the German version produces as much of the spirit and effect on the German audience as the original does on the native English reader. You will learn the shortcomings of a word-by-word translation. Even sentences cannot be viewed in isolation from the paragraph, and the paragraph in turn is embedded in the text. Consequently, we will have to acknowledge these textual relationships and base our choices on a thorough literary and linguistic analysis of the original.

Course requirements: a) steady attendance and active class participation (regular homework assignments to be handed in) b) an entry exam, a mid-term mock-exam, a final in-class translation and a group project.

Description and Narration

The general aim of the Text Types courses is to train students to analyze and produce a variety of English texts, developing an understanding of the ways in which meaning is constructed and stylistic effect achieved. The specific intention of the Description and Narration course is to enable students to understand and produce descriptive and narrative texts. We will start with description, focusing on theatrical reviews as our prime example. We will then move on to narration, which uses description as one of many elements to tell a story or narrate an event or series of events. In order to illuminate these principles, we will be examining, at times translating, and then writing fables and ballads.

C. Burmedi	Mon	14:15 - 15:45	122
B. Gaston	Tue	16:15 - 17:45	114
B. Gaston	Wed	16:15 - 17:45	114

Exposition and Argumentation

The aim of this course is to help you develop your ability to analyse complex information and write precise, concise factual texts in neutral to formal style. The structure of the course is simple. Most weeks, we will be going through homework set the week before. Most of these homework exercises will involve **summary writing** or **text analysis**.

Summary writing. Your task is to reduce a text to 10-15% of its length without losing any important ideas. **Assessment:** an assignment to be completed outside class (50% of your grade).

Text analysis. This exercise requires you to draw conclusions about the message of a text, its intended readership, and the relationship between writer and reader, by conducting an analysis of the text's layout and language. **Assessment:** an in-class test (50% of your grade).

Please note that this class is intended to be taken towards the end of your studies, after you have spent an extended period living in an English-speaking country.

K. Henn	Thu	11:15 - 12:45	116
K. Henn	Thu	14:15 - 15:45	116

Professional Poster Presentation

K. Gunkel

Thu, 18:15 - 19:45, 110

This course provides practical advice on designing and creating an academic poster suitable for presentation at conferences. It covers the following topics:

- Principles of poster design
- Opportunities to view and critique examples of conference posters
- Hands-on poster layout activity and feedback session

In addition, the intention of this course is to enable students to understand and produce expository and argumentative texts, that is to say, texts that describe, explain, argue and persuade. To distinguish this course from *Text Types: Exposition and Argumentation*, we will focus on a particular text type of non-fiction, namely academic posters.

Note that this course **does not** provide training in the use of specific software packages for poster creation. For that, you will have to work through extra material provided in class or to follow links for complementary self-study.

10.10 Exposition and Argumentation

Exposition and Argumentation

Description see page 55.

K. Henn	Thu	11:15 - 12:45	116
K. Henn	Thu	14:15 - 15:45	116

Professional Poster Presentation

K. Gunkel

Thu, 18:15 - 19:45, 110

Description see page 56.

10.11 Description and Narration

Translation II (E-G)

K. Gunkel

Fri, 9:15 - 10:45, 112

Description see page 54.

Description and Narration*Description see page 55.*

C. Burmedi	Mon	14:15 - 15:45	122
B. Gaston	Tue	16:15 - 17:45	114
B. Gaston	Wed	16:15 - 17:45	114

10.12 Translation II (E-G)**Translation II (E-G)**

K. Gunkel Fri, 9:15 - 10:45, 112

*Description see page 54.***10.13 Advanced English in Use****Business English**

K. Zawatzky Mon, 11:15 - 12:45, 116

This course will cover the basic business topics of management and marketing, business vocabulary and cultural awareness. A special emphasis will be placed upon perfecting business communication skills: telephoning, e-mail, meetings and negotiations as well as social English.

This course counts as Advanced English in Use for BA 25% students who start in the WS 2015-2016 or later.

Professional Poster Presentation

K. Gunkel Thu, 9:15 - 10:45, 108

*Description see page 56.***Description and Narration***Description see page 55.*

C. Burmedi	Mon	14:15 - 15:45	122
B. Gaston	Tue	16:15 - 17:45	114
B. Gaston	Wed	16:15 - 17:45	114

Exposition and Argumentation

Description see page 55.

K. Henn	Thu	11:15 - 12:45	116
K. Henn	Thu	14:15 - 15:45	116

Professional Poster Presentation

K. Gunkel	Thu, 6:15 - 7:45, 110
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Description see page 56.

11. Ethisch-Philosophisches Grundstudium

US American Short Fiction after 1945

Dr. H. Jakubzik

Wed, 11:15 - 12:45, 333

Description see page 25.

English Romantic Poetry from Blake to Byron

Dr. K. Hertel

Thu, 4:15 - 5:45, 113

Description see page 24.

Literature and Science in the Nineteenth Century

E. Redling

Thu, 9:15 - 10:45, 112

Description see page 24.

Kate Chopin

Dr. P. Löffler

Thu, 4:15 - 5:45, 108

Description see page 25.

Raymond Carver

Dr. E. Hänßgen

Wed, 11:15 - 12:45, 114

Description see page 25.

Literature in Kenya

Priv.-Doz. Dr. M. Loimeier

Mon, 20:15 - 21:45, 115

Description see page 26.

Exploring Graphic Novels

Dr. A. Rüggemeier

Fri, 11:15 - 12:45, 112

Description see page 27.

12. Sonstiges

Creative Writing

P. Bews

Thu, 6:15 - 7:45, 333

This course is intended for all students who enjoy writing and will consist of writing regularly, at home, and discussing the pieces in small groups in class time. All types of writing welcome, from film scripts to poems, from short stories to plays.

The discussions continue after class in a local hostelry.

13. Übergreifende Kompetenzen

Language Reading Group

Priv.-Doz. Dr. F. Polzenhagen Friday 11:15 - 12:45 112

The Language Reading Group is a discussion forum for students who are interested in language and cognition. AS-external participants can receive credit points (2 CP, ÜK). Every week, we discuss selected, very recently published texts that deal with language as a cognitive phenomenon. We focus on questions like

- How do children acquire language?
- Does language influence thought?
- Does culture influence language?
- How did language evolve? What is the origin of language and how do languages develop the features they have?
- Is language a window to thought?

13.1 Fachdidaktik polyvalenter BA

There are several ways to obtain the 2 credit points “Fachdidaktik” that students need if they choose the Lehramtsoption in the *new* 50% BA English Studies (i.e. the program that started in October 2015). These points can be obtained in the following classes:

1. In courses listed under “Fachdidaktik 1” (together with *GymPO* students, but with reduced requirements)
2. In “Narratives of Refugee Migration” along with the *Proseminar I Literaturwissenschaft* credit (see description on page 23)

3. In “Exploring Graphic Novels” along with the *Proseminar II Literaturwissenschaft* credit (see description on page 27)
4. In one of the following lectures offered in LSF:
 - Härle, Gerhard: Literatur“verfilmungen” im Unterricht: Ästhetische Prinzipien, didaktische Perspektiven. Mittwoch, 10-12 Uhr (PH Neubau, A 306)
 - Heizmann, Felix: Kann man Literatur “lehren”? Wissenschaftliche Grundlagen und praktische Erprobungen literaturdidaktischer Konzeptionen. Montag, 16-18 Uhr (Romanistisches Seminar, SR 020)
 - Heizmann, Felix: “Kein endgültiges Wort”. Theorie, Didaktik und Methodik literarischer Unterrichtsgespräche. Dienstag, 16-18 Uhr (PH Neubau, A 306)
 - Koeppel, Rolf: “Einführung in die Fremdsprachendidaktik (Fachdidaktik) ”. Dienstag, 16.15-17 Uhr (Plöck 55, HS 010)
 - Wild, Bettina: Kinder- und Jugendliteratur im Kontext schulischer Leseförderung. Reflexionen eigener Lesebiographien - Konsequenzen für den Unterricht. Mittwoch, 16-18 Uhr (PH Neubau, A 107)

Please note that this applies exclusively to students in the new BA. GymPO students still need ten credit points that they can obtain in the courses “Fachdidaktik 1” and “Fachdidaktik 2” listed above.

Preview: Course Catalogue Winter 2016/2017

This is an incomplete and preliminary list of courses that we plan to offer at the English Department in the winter term 2016/2017. Please note that there will be many more courses (about as many as always) than those listed below.

Einführungsvorlesungen

- Phonetik und Phonologie (Mollin)
- Introduction to Linguistics (Isermann)
- Introduction to Literature (n.n.)

Vorlesungen Literaturwissenschaft

- Shakespeare III: Histories (Schnierer)
- Overview of British Novels I: The Seventeenth and Eighteenth Century (Nünning)

Vorlesungen Kulturwissenschaft

- Overview of Key Concepts of the Study of Culture (Nünning, Löffler, Peterfy, Rupp)

Vorlesungen moderne Sprachwissenschaft

- Corpus Linguistics (Busse)
- Sociolinguistics (Polzenhagen)

Proseminare I Sprachwissenschaft: tba

Proseminare I Literaturwissenschaft

- Introduction to G.B. Shaw (Hertel)
- Introduction to the Study of Fiction: The Black British Bildungsroman (Earnshaw)
- Contemporary Drama (Redling)
- Herman Melville's Short Novels (Hänßgen)
- Introduction to Fiction: Selected Recent US American Novels (Jakubzik)

Proseminare II Literaturwissenschaft

- Jane Austen: Mansfield Park (Hertel)
- Modernism (Redling)

Proseminare II Sprachwissenschaft (modern): tba

Proseminare II Sprachwissenschaft (historisch: Periode)

- Early Modern English (Isermann)
- Middle English (Mohr LA)
- Old English (Hänssgen)

Proseminare II Sprachwissenschaft (historisch: Überblick)

- History of the English Language (Polzenhagen)
- History of the English Language (Mollin)
- History of the English Language (Mollin)

Hauptseminare Literaturwissenschaft

- Unreliable Narration (Nünning)
- British Comic Writing (Schnierer)
- Lear's Afterlives (Hirsch)
- American Novels Between Jazz Age and WW II (Peterfy)

Hauptseminare Sprachwissenschaft

- Pragmatics (Kleinke)
- Theories of Metaphor (Polzenhagen)
- Late Modern English (Nesselhauf)
- The Mental Lexicon (Mollin)
- Linguistic Analysis (Isermann)
- Research Seminar in Syntax (Isermann)

Kolloquien Literaturwissenschaft

- Examenskolloquium (Nünning)
- Examenskolloquium (Schnierer)

Oberseminare

- Oberseminar (Nünning)
- Oberseminar (Schnierer)