UNIVERSITÄT
HEIDELBERG
Zukunft. Seit 1386.



Anglistisches Seminar

Ruprecht-Karls-Universität Heidelberg

Course Catalog

Summer 2017

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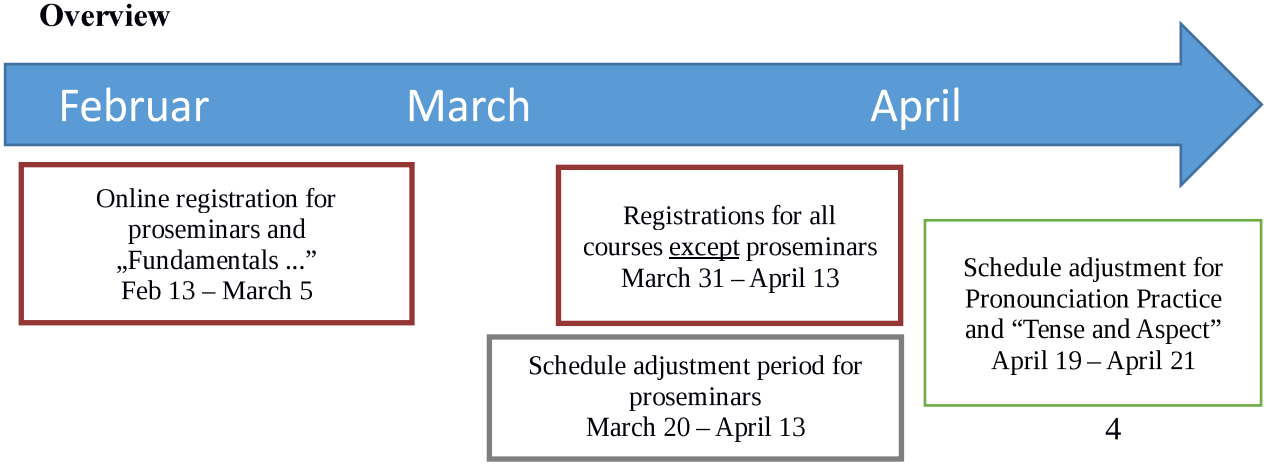
1. Introduction

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 2017, 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 23, 2016.

1.1 Key Dates and Deadlines

Lecture Period	April 19, 2017 – July 29, 2017
Freshers' Day (during the Easter break)	April 11, 2017
Holidays	May 1, May 25, June 5
Project Week	June 5 – June 9
Obligatory online registration period: all proseminars (and "Fundamentals of Research and Writing" for GymPO students)	February 13 – March 5
Schedule adjustment period for proseminars	March 20 – April 13
Obligatory online registration for lectures, didactics, and language courses	March 31 – April 13
Schedule adjustment period for Pronunciation Practice and "Tense and Aspect"	April 19 – April 21

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 Proseminare III, 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 I and II, 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 Februrary 13 and March 5.**

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).

1. In courses listed in the under “Fachdidaktik im polyvalenten Bachelor”
2. In any of the courses offered by the Heidelberg School of Education for that purpose.

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 below.

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 11, 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: 23. January 2016

2. Vorlesungen

2.1 Phonetik

Introduction to Phonetics and English Phonology

Priv.-Doz. Dr. S. Mollin Mon, 2:15 - 3:45, Heu II

In this introductory lecture, we will be dealing with (English) speech sounds from both a theoretical and an applied perspective. After a general introduction to the fields of phonetics and phonology, the sound system 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 paid 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 also need to take the course "British/American English Phonetics (Pronunciation Practice)", either British or American English, preferably in the same semester as the lecture. While no registration is needed for the lecture, you need to sign up online for "British/American English Phonetics".

Texts: For both the lecture and the course "British/American English Phonetics (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

Syntax

Priv.-Doz. Dr. F. Polzenhagen Fri, 2:15 - 3:45, 110

This lecture will give a comparative overview of influential theories of syntax proposed in the 20th century, in particular Dependency Grammar (Tesnière), Case Grammar (Fillmore), Functional Sentence Perspective (e.g. Firbas), Generative Grammar (e.g. Chomsky), Cognitive Grammar (e.g. Langacker) and Construction Grammar (e.g. Goldberg). Each of these theories will be introduced through its

major proponents, its key concepts and its key studies.

Theoretical notions will be exemplified by a wide range of syntactic phenomena in English, including word order, grammatical categories in the so-called Tense-Aspect-Mood system, sentential negation, and specific constructions such as cleft sentences, the ditransitive and prepositional-dative constructions, passives and mediopassives and so-called “raising” constructions. We will look at their structural properties and at proposals that have been made for their analysis. We will also take an historical and contrastive perspective on these phenomena, tracing their development over time and comparing them to related and equivalent expressions in other languages.

While the theories that are covered more often than not constitute explicitly competing models of grammar, the lecture will also highlight common ground between them and the way they have communicated with and influenced each other. Furthermore, the theories will be presented against the background of general currents and shifting foci in science and zeitgeist over the 20th century.

Patterns in the English Language

Prof. Dr. B. Busse Tue, 9:15 - 10:45, NU, HS 5

Patterns determine and reflect not only linguistic, but also historical, social, cultural, psychological processes and a number of repetitive practices in the natural sciences. In turn, patterns are also results of such developments and (creatively) construct meaning. Thus, the concept can be seen as oscillating between stability and change, and is especially relevant for linguistic phenomena such as language change, linguistic variation or language acquisition.

In this lecture, we shall discuss approaches to as well as methods and theories of linguistic pattern-formations (and deviations from them) in context. Recourse will be made to disciplines as diverse as rhetoric, sociolinguistics, corpus linguistics or the digital humanities. Data under investigation will be historical and contemporary and include a number of (multi-modal) text types and discourses.

2.3 Vorlesungen Literaturwissenschaft

Shakespeare: Romances and Poems

Prof. Dr. P. Schnierer Mon, 9:15 - 10:45, NUni HS14

This is the fourth part of a four-term sequence covering Shakespeare’s complete works. It will cover his romances and “problem plays” as well as his entire poetical output. There is no need to have attended the lectures on comedies, tragedies or

histories. We will situate the plays and poems in the literary, theatrical, social, ideological and economic context of their time; we will also pay attention to performance and reception history. By way of preparation: read (or watch) as many Shakespearean plays as you can – for example, *Cymbeline* and *The Winter's Tale* –, and don't forget the poems.

US Literary Culture, 1910 - 1950

Prof. Dr. G. Leypoldt Thu, 11:15 - 12:45, Heu II

This course of lectures will review the emergence of transatlantic modernism in the United States during the early 1900s. Our main focus will lie on the literary manifestations of the modernist movement, the shifts in aesthetic and cultural sensibilities that runs in a line of continuation from the late novels of Henry James to William Faulkner and John Dos Passos, and from the poetics of Walt Whitman to the work of T.S. Eliot, Ezra Pound, Hilda Doolittle, Wallace Stevens, and William Carlos Williams. We will also discuss relevant early-twentieth-century cultural contexts of the modernist movement (Fordism, cultural professionalism, the new urban environment, immigration, imperial expansion, ethnic pluralism and the vogue of exoticism/primitivism, etc.).

Texts: Most of the primary texts are contained in the *Norton* and *Heath* anthologies of American Literature. As introductory texts, see Emory Elliot, *Columbia Literary History of the United States*, part 4, and, for more in-depth background reading, Sacvan Bercovitch, *Cambridge History of American Literature*, vols. 5 and 6.

2.4 Vorlesung Kulturwissenschaft

Overview of Key Concepts of the Study of Culture

Prof. Dr. V. Nünning Tue, 9:15 - 10:45, NUni HS 15

Prof. Dr. Nünning, Dr. Löffler, Priv.-Doz. Dr. Peterfy

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.

Please note that, due to the exam week (Staatsexamen) the seminar starts on 25.04.2017.

Requirements: Regular attendance, response paper.

US Literary Culture, 1910 - 1950

Prof. Dr. G. Leypoldt Thu, 11:15 - 12:45, Heu II

Description see page 10.

3. Einführungsveranstaltungen

3.1 Einführung Sprachwissenschaft

Introduction to English Linguistics

Dr. M. Isermann Wed, 11:15 - 12:45, N Uni HS II

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 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.

Die Teilnahme an den Begleittutorien ist nicht unbedingt erforderlich. Sie wird allerdings dringend empfohlen. Sie können sich vor Semesterbeginn online über Signup, später (etwa im Anschluss an die erste Vorlesung) auch noch persönlich bei den TutorInnen anmelden. Die Termine der Tutorien standen bei Redaktionsschluss dieses Dokuments noch nicht fest. Bitte informieren Sie sich rechtzeitig auf den Internetseiten des Instituts.

3.2 Einführung Literaturwissenschaft

Introduction to Literary Studies

Prof. Dr. V. Nünning Mon, 11:15 - 12:45, NUni HS 15

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 different schools of literary and cultural theory, and survey basic categories of literary historiography. This class will be taught in English, and it will conclude with a written exam.

Course requirements (for B.A. students): regular attendance of lecture course (1 credit point) and tutorials (1 credit point), preparation/homework (2 credit points), final test (1 credit point). Apart from the lecture course, please note that it is strongly recommended you attend a 45-minute tutorial per week where advanced students will go over the lecture’s central issues and make you familiar with the relevant research tools. Registration for your tutorial is online before the start of the

semester – times will be posted on the department's homepage: www.as.uni-hd.de.

Texts: Our main texts are Oscar Wilde's *An Ideal Husband* (1895) and Nick Hornby's *Juliet, Naked* (2009) – you are expected to have read these by the start of the semester. Further texts will be made available at the start of the semester. Background and introductory reading: Vera and Ansgar Nünning, *An Introduction to the Study of English and American Literature* (Klett).

4. Proseminare

4.1 Fundamentals of Research and Writing

C. Burmedi Mon, 2:15 - 3:45, 122

Students in older degree programs needing the 2 LP course "Fundamentals of Research and Writing" can receive that credit by attending the first seven sessions (October 18 - December 6) of the "Principles of Research and Writing" and turning in a written portfolio for a pass/fail grade.

4.2 Proseminar I Sprachwissenschaft

(Im)Politeness in Discourse

M. Pleyer Mon, 11:15 - 12:45, 114

Research into im/politeness has gained popularity in linguistics in the last two decades. Starting with analyses of politeness structures in conversation, the movement now encompasses features such as im/politeness in computer-mediated communication, im/politeness and gender or cross-cultural im/politeness. The course is directed at students wishing to acquire a PS I-Schein, as well as to those who want to go deeper into hands-on analyses and exercises.

In the first half of the course, we will give a brief introduction into the central models of politeness (Lakoff, Leech, Brown and Levinson, and Watts) and impoliteness (Culpeper, Kienpointer). We will discuss structural questions and look at the similarities and differences of these theoretical models.

The second half of the course will deal with practical explorations into im/politeness in discourse. We will look at diverse contexts, such as im/politeness in the media (e.g. TV shows, and literature), the classroom, and intercultural contexts. In the first session, we will provide a detailed reading list as well as further details on how the course is organised.

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

Psycholinguistics

Dr. M. Schiffmann Fri, 2:15 - 3:45, 108

If you know a language, you know a number of things. Most of these things are described in the traditional fields of linguistics, that is, phonetics/phonology, morphology, syntax, semantics, and pragmatics. Thus, if you know English, you

know that /strid/ is a potential sequence of sounds, but /bnid/ is not, that uncork or unlearn are possible words but uncar (supposed to be meaning “not a car”) is not, that the sentence “Did you see John” is OK while you wouldn’t say “Saw you John,” and many other such facts.

Psycholinguistics asks very important questions about how this knowledge is related to the speaker of the language:

- How is this knowledge acquired (the question of language acquisition)?
- How is it put to use in saying things?
- How is it put to use in understanding things?
- How is it represented in the brain?

These are the questions this seminar will try to explore. It will be based on some of the latest research on these topics as laid down in the 2010 book *Fundamentals of Psycholinguistics* by two veteran experts in the field, Eva M. Fernandez and Helen Smith Cairns. We will also use a brief introductory book on syntax (see below) in order to get a grasp of the basic syntactic structures of English. This should help us to understand how these structures are acquired, put to use, and represented in the brain.

Other up-to-date research results from various fields will be thrown in as we go along. Hopefully, this course will not be just about the question that students often ask, “What will we cover?”, but also about what we dis-cover!

Texts: Eva M. Fernandez & Helen Smith Cairns, *Fundamentals in Psycholinguistics*, Chichester 2010: Nicholas Sobin, *Syntactic Analysis. The Basics*, Chichester 2011. These books will be made available to participants.

English Word Formation

Dr. J. Schultz Wed, 2:15 - 3:45, 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, among other things, 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. ^{2}2011. *English Morphology and Word-formation. An Introduction.* Berlin: Schmidt.

Sociolinguistics

K. Berberich Tue, 9:15 - 10:45, 108

The field of sociolinguistics offers many different approaches to studying language in its social context. Rather than looking at language as an isolated system, sociolinguists deal, for example, with the influence of extra-linguistic factors such as age, gender, ethnicity, or social class on linguistic variation.

This course will provide an overview of the key concepts and studies in the field of sociolinguistics, discussing different methodologies and approaches to the study of (socio-)linguistic variation. We will consider both more recent studies on, for example, metro- and multilingualism in the urban space, and more classic approaches to language change and contact. Students are expected to conduct a small-scale research project of their own which serves as the basis for their term paper.

Perspectives on Language

Priv.-Doz. Dr. F. Polzenhagen Tue, 2:15 - 3:45, 114

Linguists have analysed and analyse their target field “language” from various specific perspectives. Dominant ways of approaching and viewing language(s) include: language as a system (in structuralism), language as a tool (in functionalism), language as an organ/instinct (in generative grammar), languages as families (in historical linguistics), language as cultural identity (romantic linguistics).

In this course, we will trace these and other influential conceptualisations of language in representative key texts of their major proponents (e. g. de Saussure, Jakobson, Chomsky, Jespersen, Whorf, Searle, Grice, Labov, Fillmore, Lakoff). The course is hence, first of all, a call for getting to know the various theoretical models through a close reading of their primary key texts. The second objective is to show that each of these expert models highlights certain aspects of ‘language’ and, in turn,

hide others. Complementing the focus on “expert models”, the course participants will be asked to investigate “folk models” and “folk beliefs” of language in a small research assignment.

Corpus Approaches to English Language Teaching

I. Kleiber Tue, 11:15 - 12:45, 108

The analysis and usage of corpora, large data sets of naturally occurring language, have become invaluable to state-of-the-art linguistic research. With the rise of the Digital Humanities, the number of new approaches, data sets, and tools has been growing daily. These do not only enable linguists to conduct a wide array of otherwise impossible research projects, but are also a tremendous resource for language practitioners (e.g. Foreign Language Teaching, Translation, Marketing).

Corpus Linguistics has always had a strong relationship with language teaching. In the area of ELT/FLT, corpora can be used both indirectly (e.g. as a source for material writing, for syllabus design, and for testing) as well as directly (e.g. in data-driven learning). In all cases, the basic notion lies in the idea that the availability of authentic, naturally occurring language can be beneficial for language learning and teaching.

While the course will first and foremost provide an introduction to the foundations and basic tenets of corpus linguistic research, we will spend the majority of the semester testing the aforementioned hypothesis by critically assessing the ways in which corpora can be fruitfully utilized in ELT. Besides considering “classic” approaches, we will also spend time on current developments such as computer-assisted language learning.

4.3 Proseminar II historische Sprachwissenschaft (Überblick)

Introduction to the History of English

This class offers an introduction to the historical development of English. Beginning with the Germanic origins of the language, we will consider its development in phonology, grammar and lexis through Old English, Middle English, Early Modern English and Late Modern English, making reference to the Standard English we know today.

A special focus will lie on the social and cultural background to the linguistic changes that English has undergone, on the mechanisms of language change, and on questions of data in historical linguistics.

Priv.-Doz. Dr. S. Mollin Mon, 9:15 - 10:45, 113

Thu, 11:15 - 12:45, 113

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

Introduction to the History of English

Priv.-Doz. Dr. F. Polzenhagen Tue, 11:15 - 12:45, 115

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 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 Wed, 2:15 - 3:45, 115

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.

Language Acquisition

Dr. K. Gather Tue, 8:8:2017, 13-17 Uhr; Tue, 3:8:2017, 13-17 Uhr; Tue, 22:8:2017, 13-17 Uhr; Tue, 29:8:2017, 13-17 Uhr; Tue, 7:9:2017, 11-17 Uhr; Raum 108, Raum: AS 108

The main aim of this course is to make students familiar with the different stages of language acquisition. The acquisition of the first language, our mother tongue, is one of the most fascinating processes, given the complexity of language and the short period of time in which basic competence is achieved. We will come across

and compare current models of first language acquisition, focussing on phonological, morphological, syntactic and lexical aspects of language development, and we will also briefly touch on impaired first language acquisition.

Understanding how second language acquisition works is one of the main prerequisites for future teachers of a foreign language. We will become acquainted with the basic principles and theories of second language acquisition, and we will discuss its different aspects and factors. In a final step, we will look at first and second language acquisition in comparison. Students are required to regularly attend the course, actively participate in the discussions, give an oral presentation, and write a term paper. Please contact me (kirsten.gather@uni-heidelberg.de) by May 31st, 2017 to sign up for the course.

4.6 Proseminar I Literaturwissenschaft

Shakespeare's Ageing Monarchs: *King Lear*, *Cymbeline* & *The Tempest*

A. Elstermann Thu, 2:15 - 3:45, 115

Over the course of approximately forty plays, Shakespeare was bound to repeat certain patterns occasionally. However, similar setups, characters or plot points rarely lead to the same outcomes when recombined within a play. *King Lear*, *Cymbeline*, and *The Tempest* invite comparison as they do share several common themes: All three are among Shakespeare's later works, all three deal with mistrust, control, and power in monarchies, and all three feature ageing fathers and their motherless daughters. Despite the many similarities though, the three plots develop in very different directions. This course will first provide an introduction to Elizabethan ideas, society, and theater practices. On this basis, we will then study each of the plays closely, including themes, character conception and motivation, intertextuality, and different possible interpretations. As Shakespeare generally wrote for the stage rather than for the page, we will read and possibly perform certain passages in class to further a deeper understanding of the text.

Texts: Please acquire a copy of and read all three plays (*King Lear*, *Cymbeline*, and *The Tempest*) before the beginning of term. The Arden Shakespeare editions are recommended, but not required. While reading, pick one character or character relationship per play that you would particularly like to focus on.

Introduction to the Study of Fiction: Fictions of Memory

M. Günther Wed,14:15 - 15:45, 113

We all collect memories. The first kiss, the holiday in Sweden last summer, the exciting feeling of starting English studies in Heidelberg. In some ways, these memories define who we are and make us unique. It therefore comes as no surprise that scholars interested in memory have claimed that memory is "the backbone of identity" (Assmann). But while we all do it constantly, the process of remembering is quite complex and not free of obstacles. How detailed can we remember our (distant) past? And on which sources do we rely to back up our flawed memories?

Literature is ideally suited to shed light on this important part of our lives and gives us the opportunity to closely scrutinize the act of remembering. The issue is by no means an 'old hat'; so-called "Fictions of Memory" have arisen plenty in contemporary literature and challenge the way we see ourselves. Against the backdrop of real historical events, the novels we will discuss also point towards the difficulties of writing history. How can we describe the relationship between (the seeming opposition of) fact and fiction? In how far can we even trust eyewitnesses?

We will approach this complex and fascinating topic by means of close reading and interpretation. Please read the following works before the beginning of term:

- Kazuo Ishiguro, *The Remains of the Day* (1989)
- Michael Frayn, *Spies* (2002)
- Ian McEwan, *Atonement* (2007)

Introduction to the Contemporary British Novel

C. Earnshaw Tue, 9:15 - 10:45, 112

Studying contemporary British novels is certainly an exciting task: Fiction made in Britain has never attracted a greater readership; its immense popularity not only stretches across the British Isles, but around the world. However, it is difficult to clearly define what exactly is meant by contemporary fiction as it is not only marked by great diversity, but it is also continually changing with new writers and texts emerging all the time.

During the course of our seminar, we firstly have a look at the vast range of themes, forms and writers that are characteristic of 21st century British fiction. Secondly, our two main texts, Andrea Levy's *Small Island* (2004) and Kazuo Ishiguro's *Never Let Me Go* (2005) and will not only serve as examples for some of these trends, but we will also study these novels in detail to practice your close reading and interpretation skills. Please read the two novels before beginning of term.

Introduction to Poetry

Prof. Dr. P. Schnierer Mon, 11:15 - 12:45, 108

This seminar will continue where the Introduction to Literature left off: we will explore, analyse and interpret a wide range of poetry from the last 500 years. The texts will be made available in a reader, and you are encouraged to make your own suggestions. You also have to get hold of an anthology of English, British or Irish poetry. The choice is yours, but acquiring and reading one is mandatory.

20th-Century Literature in the US-American South

Priv.-Doz. Dr. M. Peterfy Tue, 4:15 - 6:45, 114

The so-called “American South” has often seen itself as standing apart from mainstream America, because of a different founding history, different political and social institutions, but also because of its self-conscious fashioning as an alternative to the aesthetic preferences of “ the North.” In this class we will read works both referring to “Southern cultural values,” but also questioning and critiquing them. We will read works by, among others, Kate Chopin, Tennessee Williams, William Faulkner, Willa Cather, Flannery O’Connor, Natasha Tretherwey, and Tom Franklin.

Requirements: Regular attendance, preparation of texts, participation in classroom discussions, oral presentation (30 %), final paper (70%). A Reader with all the primary texts will be available for sale at the Copy Corner by the beginning of the semester.

Introduction to Irish Drama: Yeats, Synge, O'Casey

Dr. K. Hertel Thu, 9:15 - 10:45, 112

In the course of this seminar, we shall be looking at four plays which became important in connection with the so-called ‘Irish Renaissance’ in the first part of the last century. After the Abbey Theatre in Dublin had opened in 1904, it soon became the centre of this resurgence of Irish nationalism and culture. The three dramatists chosen for discussion were closely linked to the Abbey Theatre and interested in addressing, each in his own way, the question of an Irish national identity in their respective plays.

Texts: Students should have read the following texts by the beginning of the summer term: W.B. Yeats, *Countess Cathleen* (1892), *Cathleen ni Houlihan* (1902); J.M. Synge, *The Playboy of the Western World* (1907); S. O'Casey, *The Plough and the Stars* (1926). The plays are included in John P. Harrington, ed. *Modern Irish Drama,* Norton Critical Edition. **Please use this recommended edition!**

Introduction to the Postcolonial Novel

A. Al-Laham Wed, 2:15 - 3:45, 112

The decline and fall of the British Empire shaped the discourse surrounding the legacy of colonisation and imperialism. Aiming to deconstruct the Empire's narrative, writers from former colonies have challenged the prevalent notions of ethnic, moral and political superiority through their texts. While aesthetic forms such as drama and poetry are important, it is really the novel that has defined this literary movement.

At the core of the postcolonial debate lie questions of individual and collective identity, especially regarding the dynamics of diasporic communities. We will investigate the various ways in which the postcolonial novel from different regions and periods approaches issues of gender, selfhood and nationhood. This course will introduce you to the key concepts in postcolonial theory and you will be encouraged to deepen your knowledge on methods for text analysis, which we will then apply to the exemplary novels in class.

In this course, we will look at texts from Africa, the Caribbean, India as well as the Middle East. Please read these four novels before the beginning of the semester:

- Achebe, Chinua. *No Longer at Ease* (1960).
- Naipaul, V. S. *Miguel Street* (1971).
- Rushdie, Salman. *Midnight's Children* (1981).
- Abulhawa, Susan. *Mornings in Jenin* (2006).

4.7 Proseminar II Literaturwissenschaft

Shakespeare's Tragedies

Dr. H. Grundmann Tue, 9:15 - 10:45, 114

In this course we shall be reading Shakespeare's late tragedies, *Hamlet, Macbeth* and *King Lear*. We shall explore the issues of the absolutist state, Renaissance family structures and the emergence of modern subjectivity around 1600, also taking into account questions of madness, sexuality and women's conflicts with patriarchy. While adopting a broadly new historicist approach, by reading the plays not only in their historical context, but as historical documents per se, we shall also take into consideration cinematic adaptations of these plays.

Texts: Please purchase the Arden edition of *Hamlet* (ed. Ann Thompson and Neil Taylor, 2016), the Oxford edition of *Macbeth* (ed. Nicholas Brooke, 2008) and the Arden edition of *King Lear* (ed. R. A. Foakes, 1997).

19th Century American Women Writers

Priv.-Doz. Dr. M. Peterfy Thu, 2:15 - 3:45, 110

Nowadays, nobody would question a woman's right to speak in public or to write books. This is, however, quite a recent development. The change came about in the 19th century, when women in Europe, the USA, and other parts of the globe started to demand equal rights and equal freedoms – i.e. rights and freedoms equal to those of men. This development influenced the literary world as well. Whereas there had always been women who wrote literature, it was in the 19th century that some women actually succeeded in making a living from the sales of their books. Beside such successful and widely read writers, we will also look at some who were not well-known during their life-times, but are all the more esteemed today, such as for example Emily Dickinson.

Literary Modernism

Prof. Dr. G. Leypoldt Thu, 4:15 - 5:45, 115

This introductory seminar will explore the literary culture of modernism by looking at the work of T.S Eliot, Virginia Woolf, and William Faulkner, three writers who were influential in shaping contemporary assumptions about what it means to be a modern artist. We begin with Eliot's more playful earlier works (*Prufrock*, 1917), look at his influential *The Waste Land* (1922) and touch upon his more philosophically-minded later works (*Four Quartets*, 1936-41). Virginia Woolf's *To The Lighthouse* (1927) and William Faulkner's *As I Lay Dying* (1930) will serve as examples of how thematic and structural elements of modernism became relevant to the twentieth-century novel.

Texts: Any edition of Eliot's selected works and Woolf's and Faulkner's novels will do.

19th Century U.S. American Short Fiction

Dr. H. Jakubzik Wed, 11:15 - 12:45, 333

We will read and analyze U.S. American short stories from the 19th century, accentuate their individual accomplishments, draw our conclusions about the culture that produced and liked (or did not like) them, and examine the socio-economic mechanisms that govern the literary market of that time. Among others, we will read stories written by Nathaniel Hawthorne, Herman Melville, Edgar Allan Poe, Samuel Clemens, Jack London, and E.D.E.N. Southworth.

Hanif Kureishi: Plays and Screenplays

Dr. K. Hertel Thu, 2:15 - 3:45, 112

Hanif Kureishi ranges among the most interesting and controversial contemporary British artists. He has produced significant work in many different genres, including plays, screenplays, films, essays, short stories and novels. In this course, we shall be looking into two of these genres: plays and screenplays.

Since the author was born into an Anglo-Pakistani family and grew up experiencing first-hand the racial and cultural clashes in South London, the inspiration for Kureishi's work has mainly been drawn from his own life's trials and tribulations as a hybrid of two different cultures. Hence, both the aspects of autobiography and migration, or rather the consequences of the latter, form a basis of Kureishi's work.

Our selection of texts covers roughly the last 30 years of Kureishi's productive career and in these chosen texts we will repeatedly encounter topics like race relations, cultural hybridity, unemployment, London street life and popular culture, as well as Islamic radicalism in connection with intergenerational conflicts and issues of cultural identity.

Participants are asked to have read the following plays and screenplays by the beginning of the summer term: The plays *Outskirts* (1983), *Borderline* (1981) and *The Black Album* (2009); the screenplays *My Beautiful Laundrette* (1986) and *My Son the Fanatic* (1998). Please use the following recommended editions: *Outskirts* & Borderline in: *Hanif Kureishi: Plays 1*. Faber & Faber 1992; *The Black Album*. Faber & Faber 2009; both screenplays in: *Hanif Kureishi. Collected Screenplays 1*. Faber & Faber 2002.

4.8 Proseminar I Kulturwissenschaft (anwendungsorientiert)/Landeskunde

British Institutions – A History (1509-1815)

M. Shiels Wed, 11:15 - 12:45, 110

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: Study material will be distributed in course sessions

Introduction to the Study of British Culture

Prof. Dr. V. Nünning Tue, 11:15 - 12:45, 112

“History is a guide to navigation in perilous times. History is who we are and why we are the way we are.” (David McCullough)

Have you always been fascinated by the tales about Henry VIII and his six wives? Do you always get the Queen Elizabeths mixed up? This is the course for you! The seminar aims at providing a rough framework of crucial periods in British history and a set of categories which you can use to continue the study of British culture on your own. We will explore developments in a variety of fields ranging from social history to the history of mentalities, which will also help you with your studies of the literature of the time.

In addition to important general aspects of (past and present) cultures, we will examine examples taken from three interesting periods in British cultural history: We will start with the Tudors – from Henry VIII to Elizabeth as the ‘Virgin Queen’ – continue with a study of key issues of the late 18th century, and then look at important social developments in the wake of the Industrial Revolution.

We will also study excerpts of historical sources, which will be made available in the ‘Handapparat’. Please note that, due to the exam week (Staatsexamen) the seminar starts on 25.04.2017

Famous American Speeches

Priv.-Doz. Dr. M. Peterfy Tue, 2:15 - 3:45, 110

In this seminar, we will examine some famous speeches in US- American history. In a parliamentary republic, public discourse is essential for the organization of political life, and public speeches and orations have been essential parts of political rhetoric. Speeches fulfill many functions: they suggest policies, change elections, create political alliances, and so forth. In this seminar, we will examine the rhetorical strategies of individual speeches, and the historical context in which they appeared.

Requirements: An oral presentation (30%) and a final exam. A Course Reader will be available at the Copy Corner by the beginning of the semester.

Being Jewish in America

Dr. S. Bloom Mon, 9:15 - 10:45, 112

What has it meant and what does it mean to be "Jewish" in America? What has been the nature of anti-semitism in America? How have American Jews dealt with the holocaust and the state of Israel? How much of American popular culture and literature is "Jewish"? Are Jews in America "vanishing"? These are some of the questions we will attempt to answer. Students will be asked to read two novels by Jewish-American authors and complete a take-home examination.

From Potatoes to Chips. The Transformation of Ireland 1800-2000

D. O'Brien Thu, 11:15 - 12:45, 115

From a rural, agricultural society on the verge of famine to a modern, urban state with the fastest economic growth rate in Western Europe; from a country that haemorrhaged people for over a century to a country which, in the last ten years, has become a (not always welcoming) home to immigrants from all over Europe and parts of Africa; from a repressed English colony to a confident, independent Republic, Ireland has undergone radical social, cultural, and political changes in the last two centuries.

This course will examine some of the most important events and phenomena of this period. They include the **Great Famine**, the **Easter Rising** and the ensuing **War of Independence**, **Civil War** and partition, the **Emergency** (World War II!), and the **Celtic Tiger** and its consequences. The **emigration** of the **1950s** and the **1980s** will also be discussed as will the loss of influence of the **Catholic Church** at the end of the twentieth century, particularly as reflected by the issues of **contraception**, **abortion**, and **divorce** in the 1980s. The rise of **nationalism** in the nineteenth century and its various expressions in twentieth-century Ireland will also be traced. Film, television, and song will be used to highlight some of the above issues.

Texts:

- Coogan, Tim Pat (2000). *Ireland in the Twentieth Century.* London: Hutchinson.
- Coulter, Colin, Steve Coleman (2003). *The End of Irish History. Critical Reflections on the Celtic Tiger.* Manchester: MUP.
- Ferriter, Diarmaid (2004). *The Transformation of Ireland, 1900-2000.* London: Profile Books.
- Ferriter, Diarmaid (2009). *Occasions of Sin:* Sex and Society in Modern Ireland. London: Profile Books.
- Fitzgerald, Garret (2003). *Reflections on the Irish State.* Dublin: Irish Academic Press.
- Gray, Tony (1998). *The Lost Years. The Emergency in Ireland.* London: Warner

Books.

- Hughes, Declan (2007). *The Wrong Kind of Blood.* London: John Murray
- King, William (2008). *Leaving Ardglass.* Dublin: Lilliput Press.
- King, William (2013). *Is That All There Is?* Dublin: Lilliput Press.
- McWilliams, David (2005). *The Pope's Children. Ireland's New Elite.* Dublin: Gill & Macmillan.
- O'Toole, Fintan (1999). *The Irish Times Book of the Century.* Dublin: Gill and Macmillan.
- O'Connor, Joseph (2003). *Star of the Sea.* London: Vintage.
- Paseta, Senia (2003). *Modern Ireland. A Very Short Introduction.* Oxford: OUP.
- Percival, John (1995). *The Great Irish Famine. Ireland's Potato Famine 1845–1851.* London: BBC Books.
- Wills, Clair (2015). *The Best Are Leaving: Emigration and Post-War Irish Culture.* Cambridge: CUP.
- Woods, Peter (2003). *Hard Shoulder.* Dublin: New Island.

A Brief (and Probably Biased) History of Northern Ireland

B. Gaston Mon, 2:15 - 3:45, 113

"For God's sake bring me a large Scotch. What a bloody awful country." — Reginald Maudling M.P. (British Home Secretary), on boarding the plane after his first visit to Northern Ireland, 1970.

Beginning with the division of Ireland after the First World War and ending with the most recent peace agreements in 2007, this course will attempt to answer the question, "Is it?"

Texts: Three books dealing specifically with Northern Irish history are:

- Bardon, Jonathan. *A History of Ulster.* 2nd ed. Blackstaff Press Ltd, 2001.
- Hennessey, Thomas. *A History of Northern Ireland.* Palgrave MacMillan, 2000.
- Mulholland, Marc. *Northern Ireland: A Very Short Introduction.* Oxford University Press, 2003.

However, any student who wants to do some preparatory or background reading would be advised to read something general on the histories of Great Britain and Ireland. A full bibliography will be distributed in our first session.

4.9 Proseminar I Kulturwissenschaft (theoretisch)

Apocalypse Sometimes: Conceptualizing World-Relation in David Mitchell's *Cloud Atlas*

M. Drescher Mon, 11:15 - 12:45, 112

This PS I Kulturwissenschaft (Theorie) will investigate the textual aesthetics and literary negotiation of subject-world-relations in David Mitchell's *Cloud Atlas*. We will introduce the novel as an aesthetic form, analyze the conceptualization of the human condition in the context of apocalypse, and ask how individuals are represented in relation to their respective worlds: How does the individual position itself to the subjective, social, and political worlds and global catastrophes? How is individuality and authenticity conceptualized? How does the text comment on contemporary realities and the individual's place in a globalized world?

We will give special attention to subject-world-relations and ask how specific manners of 'resonance' transform and produce both subject and society. We will ask how socio-political and economic ideologies touch upon individual lives, social networks, and forms of belonging and, ultimately, the manner in which literature represents, affirms, and counters such processes.

Further, we shall use Mitchell's novel to investigate the *genre turn*, a recent literary phenomenon constituted by the amalgamation of literary and generic writing. The novel's technique of genre hopping and its mixture of literary and generic aesthetics will preoccupy and frame our in-depth analyses of the text.

To do so, we will primarily work with Mitchell's *Cloud Atlas* (2004). Students are advised to persue the text before registering; Mitchell's is a complex, dense, 500-paged novel and we will work closely with the text. While this is our sole primary work, other texts will be assigned in the form of excerpts. Students will read the novel before class commences. Please obtain the Modern Library 2012 edition. Additional material will be provided.

Questions: michael.drescher@as.uni-heidelberg.de.

Introduction to the Study of British Culture

Prof. Dr. V. Nünning Tue, 11:15 - 12:45, 112

Description see page 26.

Ritual Studies

G. Heil Wed, 11:15 - 12:45, 116

According to the Nutella advert 80% of people have morning rituals and of course

eating your Nutella sandwich is the best. But why is eating a Nutella sandwich a ritual and why is the concept of ritual used in advertisement? What is a ritual in the first place?

Rituals are part of all our lives. Everybody knows rituals such as weddings, church services or graduation ceremonies. They structure our experience and our private and social lives in many different ways. Nevertheless, it is very hard, and some would argue impossible, to define what a ritual is. Have a go. Try and write down what you think a ritual is! It is harder than you think. Now you might say: Rituals? Why should that interest me? That is something historians and archaeologists should concern themselves with. Rituals, however, are getting increasingly popular not just in the field of advertisement. Ritual Studies is an ever-expanding interdisciplinary field of study that is very interesting also for us as students of Cultural and Literary Studies.

This course will give an introduction to Ritual Studies. We will look at different definitions, types and classifications, as well as various theories on the function of rituals. Furthermore, we will look at areas of application for you as a student of literature: How do rituals and narration intersect? What do rituals have to do with drama? Why are they important in Shakespeare's plays and how can they help us to analyse novels?

4.10 Proseminar II Kulturwissenschaft/Landeskunde

James Bond 007 and the Cold War

Dr. P. Löffler Tue, 6:15 - 7:45, 110

In this class, we will explore the world of secret agent James Bond 007 within in the geo-political and cultural contexts of the Cold War era and after. In how far did the ideological antagonism between the US and the Soviet Union solidify the moral and political sense-making strategies propagated in the novels and movie adaptations. In how far did the enormous success of the James Bond serial in turn help to justify particular readings of Cold War politics? How did James Bond justify its continued relevance after the End of the Cold War and in how far has the post 9/11 war on terrorism redefined the role and the function of secret agency as such?

In order to answer these and other questions, we will read a selection of Ian Fleming's novels and watch their movie adaptations, seeking to analyze how their world-political subtexts have been additionally emphasized by aspects, such as cinematography, music, and the uses of high-tech. A central concern of this class will be to analyze how the novels and movies connect and confuse questions of ideology with questions of identity, notably gender and race.

Texts: *Dr. No, From Russia with Love, Casino Royal* (all Vintage Classics). A reader with additional texts will be available by the beginning of the term.

19th Century American Women Writers

Priv.-Doz. Dr. M. Peterfy Thu, 2:15 - 3:45, 110

Description see page 24.

The American Musical

C. Burmedi Thu, 9:15 - 12:45, 122

The American Musical is a unique expression of American social and cultural identity, touching on aspects of social class, race, religion, heritage, gender, sexuality and geography. In this course we will watch and discuss a number of musicals, focusing on their theatrical and social significance as well as on how they present historical events. Although some attention will be paid to the origins of the musical comedy tradition and to British contributions to the genre, emphasis will be placed on classic Broadway musicals (1915-1965). To do the musicals justice, we will meet for four hours most weeks to watch the filmed versions in their entirety and discuss their relationship to theoretical texts.

5. Proseminare III

5.1 Proseminar III Sprachwissenschaft

Language and History in Anglo-Saxon England

Prof. Dr. J. Insley Thu, 4:15 - 5:45, 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.

The Structure of Present Day English

Dr. M. Isermann Tue, 6:00 - 7:30, 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.

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

British and American English(es)

Priv.-Doz. Dr. S. Mollin Thu, 9:15 - 10:45, 113

Divided by a common language? In this seminar we will discuss how different Standard British English and Standard American English really are, considering phonology, vocabulary, and grammar. In addition, we will ask how these differences came about historically, and whether they can be reduced to a simple formula such as “American English is more conservative” (the colonial lag hypothesis). However, we will not lose sight of the fact that in both Britain and North America we actually find a far greater variety of Englishes than just these two standards. We will thus also discuss regional and social variation in both areas, touching on varieties as diverse as Scottish English, Southern US English or African-American English.

From Speech to Writing: The Relationship between Orality and Literacy in English

Dr. R. Möhlig-Falke Thu, 12:15 - 1:45, 112

In this course we will look at the relationship between spoken and written language in a synchronic as well as diachronic perspective, considering language usage, functions and forms. What is the relation between orality and literacy in cross-cultural comparison? How did our Western writing system develop? How did English develop from a primarily oral to a primarily literate language from the Middle Ages until the digital age? How did the English language change as a consequence of successive literalization, and which effects did standardization have on it? Which effects did and do the invention of new media have (e.g. printing, computerization, the internet)? Which challenges are ahead in light of the development of parallel linguistic standards, and the spread of English as a first and second or foreign language?

Students are required to participate actively in class, to join in group work, to prepare reading material, and to give a short presentation in class. For a course certificate, students have to additionally hand in a written academic term paper (15-18 pages) until 15.09.2017.

Please register for the course via e-mail to: ruth.moehlig@as.uni-heidelberg.de.

Background Reading: Kern, Richard (2015). *Language, Literacy, and Technology*. Cambridge: CUP. Ong, Walter J. (2002). *Orality and Literacy. The Technologizing of the World*. 30th Anniversary edition with additional chapters by John Hartley. London/New York: Routledge.

5.2 Proseminare III Literaturwissenschaft

Power: Shakespeare's *Richard III* (1592), *Measure for Measure* (1603) and *Antony and Cleopatra* (1606)

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

How is power acquired, retained or lost? How are sovereignty, legitimacy and authority presented, analysed and, perhaps, rejected? And what kind of power is involved in the smooth running of a city, state or commonwealth? What kind of power, moreover, is at play in a family or partnership? *Richard III, Measure for Measure* and *Antony & Cleopatra* address all of these questions. But leadership, the state of the Union, economic and religious anxieties, corruption, terrorism and the élite versus the common people are vital issues both in the early modern period and today. Our discussions will, I hope, emphasise the persistence of Shakespeare's topics. Students wishing to participate must have read the three plays (preferably in a recent edition) before the beginning of term.

Please note that this is a fortnightly seminar starting April 28. For registration, contact me by e-mail: a.kreis@goldnet.ch

Texts: Students wishing to participate must have read the three plays (preferably in a recent edition) before the beginning of term.

British and Irish Literature & The Sea

Prof. Dr. P. Schnierer Thu, 11:15 - 12:45, 108

This seminar will span more than four centuries: the idea is to trace techniques and functions of the representation of the sea, sea-faring and living off the ocean in British and Irish texts from the age of Shakespeare onwards. We will start with his The Tempest, Daniel Defoe’s Robinson Crusoe and Robert Louis Stevenson’s Treasure Island. The rest of the reading list is up to your suggestions: I expect all of you to nominate three relevant texts (including poetry!) from the period 1770 to the present, from which I will select the most popular or useful ones to complete our canon. Registration by mail is open now; reading suggestions have to be handed in by the end of March.

Dealing with Different Points of View: Multiperspectivity in British Fiction

Prof. Dr. V. Nünning Wed, 11:15 - 12:45, 112

“I don't want to understand you,” I say tiredly. “I wish you would not speak at all.” (Sarah Waters, *Fingersmith*)

In order to communicate and act successfully, we have to negotiate different points of view. This negotiation is anything but easy, especially in tricky situations. In fiction, we also have to grapple with different points of view, with different characters pursuing different goals. This process is often quite complex: we have to understand the relationships between the characters and the values they embody. We also have to decide which characters to believe, and how to relate, weight and evaluate the characters and narrators.

There are a host of different ways to represent and deal with multiperspectivity, and in this seminar we will discuss novels which can provide insight into a problem that is arguably crucial not only to the understanding of fiction but also to our own lives.

Texts: Sarah Waters, *Fingersmith* (2002), Ian McEwan, *Enduring Love* (1997), Mark Haddon, *The Red House* (2013). In the first session we will discuss which additional novels we want to read.

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 to sekretariat.nuenning@as.uni-heidelberg.de by the 28st of February, 2017.

North American Popular Poetry: From Wigglesworth to Dylan

Priv.-Doz. Dr. M. Peterfy Thu, 9:15 - 10:45, 114

This seminar will introduce you to a number of US-American popular poems, and to the cultural circumstances of their creation and reception. For a long time, popular poetry was eclipsed by the achievements of other excellent, but not generally or widely read poets. Recently, however, literary critics and historians have started to re-read American popular poetry and to question some of the aesthetic categories that led to this rejection. The changing conceptual and theoretical frameworks which have been applied to these poems will be a focus of our seminar. Finally,we will look at the dynamic relationship of Americans to ‘popular’ poets and their poems, and how this can be framed on the one hand in terms purely of the ‘entertainment value’ they provide , but also in terms of the ways they have grounded a process of cultural emancipation which has functioned

as a powerful tool of national self-invention.

Our reading will start with the first American best-selling work of poetry, Michael Wigglesworth's *Day of Doom* from 1662, which is a surprisingly entertaining and vivid text to have been written by a Puritan clergyman. Moving on in time, we will look at poems by a number of 19th century authors, such as Lydia Sigourney, H. W. Longfellow, J. G. Whittier, J.W. Riley. Finally, the 20th century will be represented by, among others, E. Wilcox, Dorothy Parker, Robert Frost, and the recent Nobel laureate Bob Dylan.

Requirements: Regular attendance, preparation of texts, participation in classroom discussions, oral presentation (30 %), final paper (70%). A Reader will be available for purchase at the Copy Corner by the end of March. Please sign up by writing to margit.peterfy@as.uni-heidelberg.de.

Trust and Suspicion: American Literature and the Emotional Foundations of Democracy

Prof. Dr. D. Schloss Wed, 11:15 - 12:45, 108

Enlightenment philosophers have taught us not to take anything on trust and to subject everything to the test of critical rationality. Social thinkers and psychologists in our own times point out that trust is the very foundation of human activity, and that the processes in all spheres of life – society, politics, economy, private life – vitally depend on it. How can modern democracies function considering these conflicting impulses of suspicion and trust?

The writers of the American Renaissance were deeply concerned with this question. In stories such as "Young Goodman Brown" or "My Kinsman, Major Molineux", Nathaniel Hawthorne dramatizes the crisis that occurs when human beings lose trust in their world, and shows how they are at risk of becoming dysfunctional. Melville's novel, *The Confidence Man*, provides a view of American society caught in a limbo between trust and suspicion, while Emerson's transcendentalism can be seen as a philosophy that attempts to rebuild trust under the conditions of modern skepticism. We will read these and other American writers in conjunction with contemporary social theorists such as Niklas Luhmann, Francis Fukuyama, and Martin Hartmann, in the hope of gaining some interesting insights into the precarious emotional foundations of modern democracy. Students with a background in sociology or political science are particularly welcome.

Texts: *Suggested editions:* Benjamin Franklin, *Autobiography,* Parts I and II (*Norton Anthology of American Literature, Vol. A*); Herman Melville, *The Confidence-Man: His Masquerade* (Norton Critical Edition); Nathaniel Hawthorne, "Young Goodman Brown" and "My Kinsman Major Molineux" (*NA*,Vol. B); Ralph

Waldo Emerson, “Self-reliance” and “Experience” (*NA*, Vol. B); Theodore Dreiser, *Sister Carrie* (Norton Critical Edition); William James, “The Will to Believe” (etext); F. Scott Fitzgerald, *The Great Gatsby* (Scribner's); Dave Eggers, *The Circle* (Knopf). A reader with sociological texts will be placed on Moodle. Introductory reading: “Einleitung”, *Vertrauen: Die Grundlage des sozialen Zusammenhaltes*, ed. by Martin Hartmann and Claus Offe.

Bohemians, Coolhunters, Trendspotters

Prof. Dr. G. Leypoldt Tue, 4:15 - 5:45, 108

This seminar traces the attraction of countercultural or ‘alternative’ artistic lifestyles – the ‘art of living’ that separates young bohemians from their philistine parents, or the ‘geography of cool’ that elevates artistic urban settings over more conventional places – from the nineteenth century to the present. After a brief look at how the notion of Bohemianism first presented itself during the 1840s and 1850s in France (reading excerpts Henri Murger’s *Scenes de la vie de Bohéme*), we will trace the idea of bohemia in the twentieth-century novel. Somerset Maugham’s *The Moon and Sixpence* (1919) and Richard Yates’ *Revolutionary Road* (1961) express the modernist desire to break out of the quotidian by connecting with the art world in Paris. Stefanie Danler’s *Sweetbitter* (2016) explores artistic lifestyles in present-day New York, while Claire Messud’s *The Woman Upstairs* (2013) deals with the attraction of an international art world. William Gibson’s *Pattern Recognition* and Tom McCarthy’s *Satin Island*, finally, inquire into how ‘coolhunting’ or ‘trendspotting’ become contemporary ways of life and strategies of professional market research.

Texts: Please acquire the following texts and start reading them before the beginning of the term: W. Somerset Maugham, *The Moon and Sixpence* (Vintage Classics, ISBN 978-0099284765) Richard Yates, *Revolutionary Road* (Vintage Classics, ISBN 978-0099518624). William Gibson, *Pattern Recognition* (Berkeley; ISBN 978-0425198681). Tom McCarthy, *Satin Island* (any edition) Claire Messud, *The Woman Upstairs* (any edition) Stefanie Danler, *Sweetbitter* (Knopf; ISBN 978-0451493354)

6. Hauptseminare

6.1 Hauptseminare Sprachwissenschaft

Exploring the 19th Century in Britain and Its Impact on the Development of the English Language

C. Watts — Fri 9:6:17 13-18:00 Uhr Sat 10:6:17 9-13:00 Uhr/ 14-18:00 Uhr Sonntag 11:6:17 9-13:00 Uhr/ 14-18:00 Uhr Raum 113, Raum: AS

The Oxford English Dictionary (2015) records the nineteenth century as the period in which the highest number of vocabulary items entered the English language with over 75,000 entries. This far exceeds any other century in records dating back to AD 1000 and reinforces the notion that the nineteenth century was indeed a great time of discovery, innovation and invention which created the need for a vast amount of new terminology to be introduced into the English language. Most of these neologisms belong to specialist scientific vocabulary, but many do not and have become familiar to the layperson over time, thereby passing into general use as a part of our everyday English vocabulary. This Hauptseminar will explore many of these lay neologisms that were coined during the nineteenth century in the field of science in its widest sense. We shall consider the legacy of famous scientists and how their names were incorporated into the new terminology through the formation of eponyms to describe newly-discovered diseases, medical conditions, instruments and theories. We shall look at the fields of botany, zoology and palaeontology in the same light and also discuss the linguistic impact of scientific advertising in print. Technological advances underpinned nineteenth-century warfare in particular which gave rise to the introduction of many idiomatic expressions to the English language. These still form part of our everyday language three hundred years later. Examples include ‘lock, stock and barrel’ introduced in 1817 and ‘a loose cannon’ which first entered the English language in 1896. We shall explore similar examples and consider the role of idioms in the language we use today. Finally we shall explore the process of affixation in the coining of new words in the nineteenth century using both suffixes and prefixes and reflect on why so many scientific terms that we use today were formed using Latin and Greek stems rather than coined from an Old English base. Dr Catherine Watts, Principal Lecturer and National Teaching Fellow, University of Brighton.

Language and History in Anglo-Saxon England

Prof. Dr. J. Insley — Thu, 4:15 - 5:45, 116

Description see page 32.

Blockseminar “Stylistics and Popular Culture”

Dr. R. Montoro — Mon, 8:5:: 9:00-12:00, Neue Uni, 3: OG, Raum “Orgel” Tue, 9:5:: 9:00-12:00, Neue Uni, HS 02 Wed, 10:5:: 9:00-12:00 + 2:00-3:30, Neue Uni, HS 02 Mon, 3:5:: 9:00-12:00, Neue Uni, 3:OG:, Raum “Orgel” Tue, 4:5:: 9:00-12:00, Neue Uni, HS 02 Wednesday: 9:00-12:00 + 2:00-3:30, Neue Uni, HS 02, Raum: Neue Uni, HS 2, Mons NU Raum 'Orgel'

The Structure of Present Day English

Dr. M. Isermann — Tue, 6:00 - 7:30, 108

Description see page 32.

British and American English(es)

Priv.-Doz. Dr. S. Mollin — Thu, 9:15 - 10:45, 113

Description see page 33.

From Speech to Writing: The Relationship between Orality and Literacy in English

Dr. R. Möhlig-Falke — Thu, 12:15 - 1:45, 112

Description see page 33.

6.2 Hauptseminar Literaturwissenschaft

Power: Shakespeare's *Richard III* (1592), *Measure for Measure* (1603) and *Antony and Cleopatra* (1606)

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

Description see page 34.

Texts: Students wishing to participate must have read the three plays (preferably in a recent edition) before the beginning of term.

British and Irish Literature & The Sea

Prof. Dr. P. Schnierer Thu, 11:15 - 12:45, 108

Description see page 34.

Dealing with Different Points of View: Multiperspectivity in British Fiction

Prof. Dr. V. Nünning Wed, 11:15 - 12:45, 112

Description see page 35.

North American Popular Poetry: From Wigglesworth to Dylan

Priv.-Doz. Dr. M. Peterfy Thu, 9:15 - 10:45, 114

Description see page 35.

Trust and Suspicion: American Literature and the Emotional Foundations of Democracy

Prof. Dr. D. Schloss Wed, 11:15 - 12:45, 108

Description see page 36.

Bohemians, Coolhunters, Trendspotters

Prof. Dr. G. Leypoldt Tue, 4:15 - 5:45, 108

Description see page 37.

7. Kolloquien

7.1 Kolloquien Sprachwissenschaft

Colloquium

Prof. Dr. B. Busse Tue, 11:15 - 12:45, NU, HS 12a

In this colloquium, key topics in English linguistics will be revised in order to prepare students for their exams.

Please contact Ms Caroline Brunner at caroline.brunner@as.uni-heidelberg.de to sign up for the course.

The Structure of Present Day English

Dr. M. Isermann Tue, 6:00 - 7:30, 108

Colloquium for Exam Candidates

Priv.-Doz. Dr. S. Mollin Thu, 2:15 - 3:45, 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.

7.2 Kolloquien Literaturwissenschaft

Recent Trends in US Literary and Cultural Theory

Prof. Dr. G. Leypoldt Thu, 6:15 - 7:45, 116

This 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. M.A. students looking for Independent Studies projects are very welcome. The list of readings will be announced in the first session.

Preparing for the Final Exam

Prof. Dr. D. Schloss Tue, 2:15 - 3:45, 113

Das Kolloquium besteht aus 8 doppelstündigen Sitzungen und dient der Vorbereitung von Master- und Staatsexamensprüfungen mit einem Schwerpunkt in der Amerikanistik. Der Termin der ersten Sitzung wird Anfang April bekannt gegeben. Anmeldungen bitte per Email an: dietmar.schloss@urz.uni-heidelberg.de

Kolloquium 14-täglich

Prof. Dr. P. Schnierer Thu, 6:15 - 7:45, 115

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.

8. Oberseminare

Oberseminar 14-täglich

Prof. Dr. P. Schnierer Thu, 6:15 - 7:45, 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.

Colloquium for PhD Students

Prof. Dr. V. Nünning Tue, 2:00 - 4:00, 112

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.

9. Fachdidaktik

9.1 Fachdidaktik I

Methodology 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 Fachdidaktik - Modul 1 orientiert sich an den Inhalten und Erfordernissen des Schulpraxissemesters:

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

J. Naßutt	Mon, 2:15 - 3:45, 108
S. Mußmann	Wed, 8:30 - 10:00, 115

9.2 Fachdidaktik im polyvalenten Bachelor

Fachdidaktik

Die Qualifikationsziele sind die Sensibilisierung für zentrale fachdidaktische Fragestellungen, die Kenntnis theoretischer Grundlagen eines kompetenzorientierten und kommunikativen Fremdsprachenunterrichts und der Erwerb von Grundkonzepten zur fremdsprachlichen Methodik und Didaktik auf der Grundlage des neuen Bildungsplans bzgl. interkultureller kommunikativer Kompetenz und funktionaler kommunikativer Kompetenz wie z.B. sprachlicher Mittel.

Der Kurs findet die Hälfte des Semesters zweistündig statt an folgenden Terminen:

28.4., 5.5., 12.5., 19.5., 2.6., 23.6., 30.6.2017

Erwartet werden regelmäßige Anwesenheit, aktive Teilnahme und die Erstellung

eines kurzen *termpapers*.

S. Schwarz Fri, 4:00 - 5:30, 114

S. Schwarz Fri, 2:15 - 3:45, 114

Alternativ können die zwei Leistungspunkte Fachdidaktik im polyvalenten BA auch in den von der HSE angebotenen Lehrveranstaltungen erworben werden.

9.3 Fachdidaktik II

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

Kompetenzorientierter Englischunterricht

S. Schwarz Mon, 2:15 - 3:45, 115

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. 12 Seiten).

Interkultureller Englischunterricht

S. Schwarz Mon, 4:00 - 5:30, 114

Die Veranstaltung richtet sich ausschließlich an Studentinnen und Studenten, die bereits Fachdidaktik I und das Praxissemester absolviert haben.

Im Mittelpunkt dieses Kurses stehen verschiedene landeskundliche und

interkulturelle Themen im Englischunterricht der Sekundarstufen I und II, wobei durchgehend die kritische Reflexion der Erfahrungen aus dem eigenen Unterricht während des Praxissemesters einfließen wird. Interkulturelle Kompetenzen sowie fremdsprachendidaktische Grundsätze und methodische Möglichkeiten der unterrichtlichen Behandlung und der Vermittlung von soziokulturellem Wissen werden vorgestellt, reflektiert und selbstständig auf neue Themen übertragen.

Ausgewählte Aspekte wie Umgang mit Texten, Materialentwicklung, funktionaler Einsatz verschiedener Medien werden in diesem Zusammenhang 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. 12 Seiten).

Communication in the English Classoom

S. Mußmann Wed, 10:15 - 11:45, 115

In this course we will deal with communication and a wide range of speaking tasks (e.g. with various methods furthering communication skills & with 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.

Dealing with Texts in the English Classroom

S. Mußmann Wed, 12:15 - 1:45, 115

Following an overview, we will pursue a practice-oriented approach and, based on teaching methodology/ didactics, deal with precise examples that can be used in English lessons. Having worked with “regular” texts, we will take a look at approaches to film analysis.

Texts: Participants are asked to read about 2 books (novel or drama). A selection (students may choose from) will be presented/discussed at the beginning of the semester.

Requirements: active participation & term paper

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	Thu, 9:15 - 10:00, 333
A. Benner	Thu, 10:15 - 11:00, 333
A. Benner	Thu, 11:15 - 12:00, 333
A. Benner	Thu, 12:15 - 1:00, 333

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, 110
N. Becker	Thu, 10:15 - 11:00, 110
N. Becker	Thu, 11:15 - 12:00, 110
N. Becker	Thu, 12:15 - 1:00, 110

10.3 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. Pfister	Tue, 9:15 - 10:45, 115

K. Henn	Tue, 4:15 - 5:45, 116
K. Pfister	Thu, 9:15 - 10:45, 116
D. O'Brien	Fri, 11:15 - 12:45, 122

10.4 Tense and Aspect for Repeat Students

Only students who have failed Tense and Aspect 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 Tense and Aspect handouts and formulate questions for class discussion as homework. Class work will then consist of in-depth discussion of typical mistakes and exam type excercises.

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

10.5 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. BA students should have passed Tense and Aspect to register for this course!

D. O'Brien	Tue, 9:15 - 10:45, 116
B. Gaston	Wed, 2:15 - 3:45, 108
B. Gaston	Wed, 4:15 - 5:45, 108
K. Henn	Thu, 11:15 - 12:45, 116
K. Henn	Thu, 2:15 - 3:45, 116
D. O'Brien	Fri, 9:15 - 10:45, 122
B. Gaston	Fri, 11:15 - 12:45, 108

10.6 Essential Skills for Writing for Repeat Students

This course is designed for students who failed Essential Skills for Writing last semester and need more support in paragraph writing.

We will focus on organising information logically, making connections between ideas clear, and editing paragraphs for common errors.

K. Henn	Mon, 2:15 - 3:45, 116

10.7 Structure and Idiom

This course is intended to be taken after Tense and Aspect and 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
B. Gaston	Tue, 11:15 - 12:45, 110
B. Gaston	Tue, 2:15 - 3:45, 108
D. O'Brien	Tue, 4:15 - 5:45, 122
K. Pfister	Thu, 11:15 - 12:45, 114

10.8 English in Use

Teaching English as a Second/Foreign Language in Multicultural Settings: Concepts, Issues and Strategies

R. Dinler Dickinson	Sat, 10:00 - 5:30, 122

This course is a block seminar. The class sessions will be held on May 6, May 13, May 20 and June 10 from 10:00 (s.t.) - 17:30 in Room 122.

Description: Prospective teachers will become familiar with characteristics of diverse students, identify their needs and develop strategies from multicultural perspectives to help them perceive school as a positive experience. The course will help the prospective teachers feel confident working/volunteering as ESL teachers.

KISS - Professional Presentation of Research

K. Gunkel	Blockseminar: 4x Sats 11:00 - 18:00, Termine siehe Aushang/Aktuelles (AS-Homepage), ab Ende Februar, 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 in any field.

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.

Business English

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

This course will cover the basic topics revolving around business and careers. We will discuss various management and marketing policies with a special emphasis placed upon international business communication and cultural awareness. We will work together in small groups in perfecting various communication skills in verbal and written form (negotiation, small talk, Email, teleconferencing, business letters, job application etc.).

Translation for Business Purposes

A. Mau Mon, 4:15 - 5:45, 112

In this course we will deal with various types of translations commonly encountered in business, such as marketing texts, technical articles, newsletters and emails. We will focus on practical work and you will have plenty of opportunity to translate authentic business texts into English.

Vocabulary and Idiom

D. O'Brien Thu, 9:15 - 10:45, 115

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.

Texts: There is no set course book; however, a good English dictionary will be essential for class work.

10.9 Academic Essay Writing

Advanced Writing

K. Henn Mon, 4:15 - 5:45, 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.

You need to have written at least one term paper in English before you take this class, and you need to be willing to show your written work to others in the class.

The Writing Process

A whole body of scholarship exists on the topic of writing. By investigating representative texts, we will strive to answer a series of questions that lie at the core of Composition Studies: 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? Fundamental to our investigation is the premise that knowing more about the writing process can not only enable us to become better writers but will help us discover how writing can best be taught. Course evaluation will consist of a midterm exam, an oral presentation, and a final written portfolio.

N.B. This class is not open to BA 25% students. All other students must have successfully completed Essential Skills for Writing before they can take this course. The Writing Process is particularly relevant for future teachers but other participants are welcome.

A. Mau Mon, 2:15 - 3:45, 110

D. O'Brien Tue, 11:15 - 12:45, 114

C. Burmedi Tue, 2:15 - 3:45, 122

10.10 Exposition and Argumentation

Formality and Concision

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.

Prerequisites:
BA English Philology 50%: Essential Skills for Writing, Advanced Writing/Academic Essay Writing.

BA Engl. Phil. 75% and GymPO: Tense and Aspect, Structure and Idiom, Essential Skills for Writing, Advanced Writing/Academic Essay Writing.

BA English Studies: Tense and Aspect, Essential Skills for Writing, Structure and Idiom.

This course is not appropriate for BA 25% students.

K. Henn	Tue, 11:15 - 12:45, 116
K. Henn	Tue, 2:15 - 3:45, 116

How to Design and Present Your Research Posters

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: Description and Narration*, 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.

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

K. Gunkel Thu, 6:15 - 7:45, 110

Understanding and Expressing Opinions

D. O'Brien Thu, 4:15 - 5:45, 122

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. We will be dealing with a variety of written texts and styles of language, but concentrating on factual matters (to distinguish this course from *Text Types: Description and Narration*). We will deal briefly with text analysis and then practice summarizing, writing cover letters, and letters to the editor.

Intensive Course Composing Non-Fiction Texts

K. Schoeberl Mon, Thu, 6:15 - 7:45, 115; June 12-July 27

This course offers a twice-weekly opportunity to hone composition skills for various text types. Students will receive guidelines, practice, and feedback in relevant areas, including but not limited to topic selection (scope), focusing arguments (thesis development), outlining, and integrating secondary sources. General feedback on usage, clarity, and correctness will be given in class and via email, and evaluation of these areas will be part of the overall course assessment, alongside the topics covered in the course. Registered students must contact the instructor at kathleen.schoeberl@as.uni-heidelberg.de at least two weeks before class begin (5 June) for a list of required materials.

10.11 Description and Narration

Fables, Fairy Tales and Ballads

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 this Description and Narration course is to enable students to understand and produce descriptive and narrative texts. In order to illuminate these principles, we will be examining, translating and then writing fables and fairy

tales in the first half of the semester (taught by Carolyn Burmedi) and analyzing and translating ballads in the second half of the semester (taught by Bruce Gaston).

Course evaluation will consist of a written assignment (fables and fairy tales) and a final exam (ballads).

N.B. This course is not open to BA 25% students. GymPo and new BA 50% and 75% students need to have successfully completed Tense and Aspect, Essential Skills for Writing, and Structure and Idiom in order to take this course.

C. Burmedi Mon, 9:15 - 10:45, 122

B. Gaston Mon, 11:15 - 12:45, 122

Translation II (E-G)

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

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) and b) an entry exam, a mid-term mock-exam, a final in-class translation and a group project.

10.12 Advanced English in Use

Fables, Fairy Tales and Ballads

C. Burmedi Mon, 9:15 - 10:45, 122

B. Gaston Mon, 11:15 - 12:45, 122

Description see page 54.

Formality and Concision

K. Henn Tue, 11:15 - 12:45, 116

K. Henn Tue, 2:15 - 3:45, 116

Description see page 52.

Translation II (E-G)

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

Description see page 54.

How to Design and Present Your Research Posters

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

K. Gunkel Thu, 6:15 - 7:45, 110

Description see page 53.

Understanding and Expressing Opinions

D. O'Brien Thu, 4:15 - 5:45, 122

Description see page 53.

11. Ethisch-Philosophisches Grundstudium II

Shakespeare's Tragedies

Dr. H. Grundmann Tue, 9:15 - 10:45, 114

Description see page 23.

James Bond 007 and the Cold War

Dr. P. Löffler Tue, 6:15 - 7:45, 110

Description see page 30.

19th Century American Women Writers

Priv.-Doz. Dr. M. Peterfy Thu, 2:15 - 3:45, 110

Description see page 31.

Hanif Kureishi: Plays and Screenplays

Dr. K. Hertel Thu, 2:15 - 3:45, 112

Description see page 25.

The American Musical

C. Burmedi Thu, 9:15 - 12:45, 122

Description see page 31.

12. Übergreifende Kompetenzen

Creative Writing

P. Bews Thu, 6:15 - 7:45, 112

All those interested in writing in English are welcome.....short stories, plays poems, whatever. The most important thing is that you should be willing to participate, orally and in writing. Fun is of the essence. (After all, you do best what you enjoy most).

It would also help if you are willing to continue the discussions over a glass of orange juice or other liquid after the class has finished.

AUSBLICK WS 2017/18

PS I Litwiss: Introduction to the Study of Fiction: Kazuo Ishiguro	Earnshaw
PS I Litwiss: Introduction to the Study of Fiction: The 19th Century Bildungsroman	Heil
PSI Litwiss: Ernest Hemingway: Short Stories / or: What makes plays work? Taking a look at J.B. Priestley's stage work. PSII: Frankenstein Adaptations PSII: Writing for the Stage	Hertel
Kulturvorlesung Dienstag, 9-11 Hauptseminar: Narrative Ways of Worldmaking Dienstag, 11-13 Oberseminar Dienstag 14-16.00	Nünning
Vorlesung: History of Poetry I HS: Contemporary Drama Kolloquium/Oberseminar	Schnierer