UNIVERSITÄT
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Anglistisches Seminar

Ruprecht-Karls-Universität Heidelberg

Course Catalogue

Summer 2018

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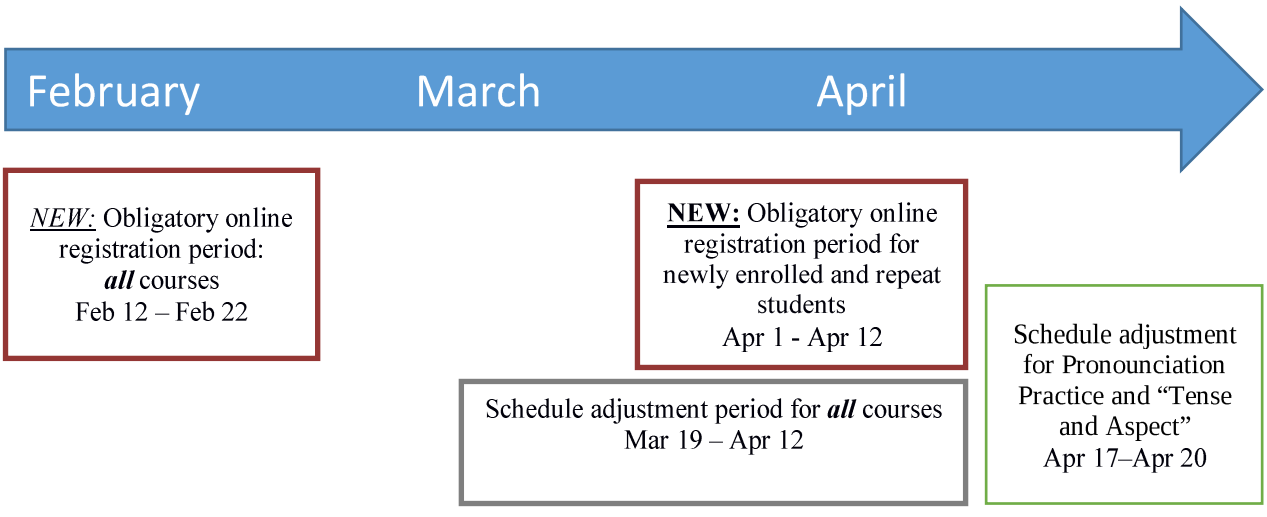
1. Introduction

This *Course Catalog* lists information about the lectures, seminars, language courses etc. offered at the English Department, Ruprecht-Karls-Universität Heidelberg, Germany, in the winter term 2016/2017, 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 18, 2018.

1.1 Key Dates and Deadlines

Lecture Period	April 17, 2018 – July 28, 2018
Freshers' Day (during the Easter break)	April 11, 2018
Holidays	May 1; May 19; May 21; May 31
Project Week	May 28 - June 1
Still fairly NEW: Obligatory online registration period: ***all*** courses	Feb 12 – Feb 22
Schedule adjustment period for ***Proseminare I and II***	Mar 19 - Mar 30
Schedule adjustment period for ***all*** other courses	Mar 19 – Apr 12
Also still fairly NEW: Obligatory online registration period for newly enrolled and repeat students	Apr 1 - Apr 12
Schedule adjustment period for Pronunciation Practice and "Tense and Aspect"	Apr 17–Apr 20

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 and didactics courses during the registration period (see the chapter on key 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.

Still fairly NEW: Please note that the **obligatory registration for all courses (with online registration) starts and ends early: you must apply for places online between February 12 and February 22, 2018.**

(The Studienkommission asked us to prepone the registration process for two reasons: earlier registration lets students know much sooner which courses they are taking, which makes planning easier. Also, most other institutes have earlier registration periods. To keep the confusion at an acceptable level, the English Department decided to set the same registration periods as the German Department.

There is a generous "schedule adjustment period" when students can cancel their participation in a course (and free their place for another student) or change to a different cours (see "rules").

Please note that the schedule adjustment periods for Proseminare is shorter than the one for other courses, because Proseminare usually ask for preparatory reading (which takes time).

Students who enrol after the registration period ends can, of course, choose their

courses at a later period ((April 2-12). The same is true for students who failed a course: they can also register for a repeat class during the later period.

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 Übergreifende Kompetenzen/Fachdidaktik in the BA (50% “Lehramtsoption”)

All BA students need to accumulate 20 credit points in *Übergreifende Kompetenzen* (*ÜK*). For details, see the *Übergreifende Kompetenzen* download on the English department website. Credit points for university courses that are unrelated to either of your BA subjects will normally be recognized as *ÜK* (but please note the special regulations for the Lehramtsoption in BA English Studies).

Students intending to pursue an MEd need to accumulate the *Übergreifende*

Kompetenzen credits specified under *Lehramtsoption.* Sixteen of these points are earned at the *Institut für Bildungswissenschaft.* The remaining four points are allocated to *Fachdidaktik* (two in each BA subject).

There are several ways to earn the two credit points required for English *Fachdidaktik:*

- You can attend one of the dedicated Fachdidaktik courses ("Fachdidaktik" -- in contrast to "Fachdidaktik 1" and "Fachdidaktik 2" which are GymPO specific courses.)
- In one of the following courses you can obtain 2 credit points Fachdidaktik and up to three credit points for a Proseminar, *or* a Proseminar I Schein (and no Fachdidaktik).
  - Kleiber, Second Language Acquisition and Language Teaching (Tue 4.15),
  - Rupp, Short Fictions of Migration (Mon 2.15)
  - Short Fictions of Migration: Theory, History, Teaching Practice
- In one of the courses offered by the Heidelberg School of Education for the Faculty of Modern Language (a list can be found in LSF).

1.4 Freshers' Day (orientation for new students)

April 11: 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: 18. Januar, 2018.

2. Vorlesungen

2.1 Phonetik

Introduction to Phonetics and English Phonology

Priv.-Doz. Dr. S. Mollin Mon, 9:15 - 10:45, 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 (Pronunciation Practice)".

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

Linguistic (Im-)Politeness

Prof. Dr. S. Kleinke Wed, 11:15 - 12:45, 110

This lecture course will introduce central pragmatic models of politeness (Leech, Brown and Levinson, and Watts) and contextualise them within the broader context of Pragmatics. With these models as a theoretical basis, we will discuss a broad range of empirical studies that cover relevant linguistic strategies speakers use in

on- and off-line contexts. Among the questions we will be dealing with throughout the course are, first, how politeness can be defined as a linguistic pragmatic category, second, how the context shapes interlocuters? construction and perception of (im-)politeness in ongoing interaction and, third, how politeness categories can be operationalised for linguistic research.

2.3 Vorlesungen Literaturwissenschaft

16th Century Poetry

Prof. Dr. P. Schnierer Mon, 9:15 - 10:45, NUni HS 14

This lecture series, initiating a six-term cycle, is part of my ongoing campaign to popularise the study of poetry among you, and what better start than a period that is rich in religious and mythological allusions, poets more interested in currying favour with those in power than in writing clearly, and a poetic repertory that sometimes positively delights in being archaic and arcane? On a more reassuring note, Shakespeare will feature prominently, and I will try to demonstrate the continuing relevance of the lyrical forms, motifs and themes of his time by adducing later poems from the 17th to the 21st century, with a heavy emphasis on popular music. Please buy Paul Keegan, *The Penguin Book of English Verse*. London: Penguin, 2012. Other poems will be made available in class on a weekly basis.

Romanticism in US Literary Culture 1820 - 1865

Prof. Dr. G. Leypoldt Mon, 1:15 - 2:45, NUni HS 01

This course of lectures will review the literary and cultural trends in the US between 1820 and the 1860s. We will pay close attention to mid and late nineteenth-century literary and cultural transformations (transcendentalism, revivalism, romanticism) as well as the socio-political context (imperial expansion, slavery, the frontier), both in a transatlantic discourse and in the United States. Most of the primary texts are contained in the Norton and Heath anthologies of American Literature. See Emory Elliot, *Columbia Literary History of the United States, part 2*. For more in-depth background reading, see Sacvan Bercovitch, *Cambridge History of American Literature*, vols. 2 and 4.

2.4 Vorlesung Kulturwissenschaft

Overview of Key Concepts of the Study of Culture

Prof. Dr. V. Nünning Tue, 9:15 - 10:45, N Uni HS14

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. Amongst others themes and topics in Cultural Studies students will learn about cultural 'Ways of Worldmaking' (Goodman) and cultural memory, theoretical models of culture and their interpretations, culture as performance, and visual as well as popular culture. An additional emphasis will be on the combination of theory and the potential application of cultural studies in your further studies. Thus, pertinent examples from British and American cultural history - such as Elizabethan courtly culture, Washington's Commonplace Book, 18th-century consumer culture, or the British Empire and Orientalism - will be constant points of reference.

Requirements: Regular attendance, response paper.

Romanticism in US Literary Culture 1820 - 1865

Prof. Dr. G. Leypoldt Mon, 1:15 - 3:45, NUni HS 01

Description see page 6.

3. Einführungsveranstaltungen

3.1 Einführung Sprachwissenschaft

Introduction to Linguistics

Prof. Dr. B. Busse Tue, 9:15 - 10:45, Neue Aula

This course is designed to introduce you to the major subdisciplines of English linguistics and to their respective methodologies. We will cover morphology, semantics and syntax as well as pragmatics, sociolinguistics and corpus linguistics. Note that this course will be very hands-on. This means that in order to build up and extend your linguistic skills you will be asked to perform a number of (web-based) tasks, exercises and small research projects as the course unfolds.

A course reader will be provided at the beginning of the next semester. There will be a written exam at the end of term.

Don't be afraid of linguistics. You will see that becoming a linguist is not just great fun but of crucial value for analyzing and understanding what is an – if not the – essential part of our human social condition.

3.2 Einführung Literaturwissenschaft

Introduction to Literary Studies

Priv.-Doz. Dr. B. Hirsch Mon, 11:15 - 12:45, Heu II

Being taught in English and concluding with a final written exam, this lecture course aims at introducing you to key concepts and critical tools relevant to the analysis of literary texts. In particular we shall discuss structural aspects of the major genres (poetry, drama, prose), explore different schools of literary theory and survey basic categories of literary historiography. Weekly tutorials taught by advanced students will give you the opportunity to review central issues and apply your newly acquired skills.

Text:
A corpus of primary sources discussed in class will be made available for all registered participants as e-paper via Moodle. In addition you are requested to purchase the following texts in the recommended editions:

- Oscar Wilde, The Importance of Being Earnest and Other Plays. London: Penguin Classics.
- Nick Hornby, Juliet, Naked. London: Penguin Books.

Suggested reference books for individual consultation are:

- Vera & Ansgar Nünning, Introduction to the Study of English and American Literature. Stuttgart: Klett, 2014.
- Dermot Cavanagh (ed.),The Edinburgh Introduction to Studying English Literature. Edinburgh: Edinburgh University Press, 2014.

4. Proseminare

4.1 Fundamentals of Research and Writing

C. Burlingame-Goff Thu, 2:15 - 3:45, 122

Begleitkurs zum PS1: Einführung in das wissenschaftliche Arbeiten und Schreiben

This course provides an introduction to essential methods of research and writing. As we are following a learning-by-doing-approach, you will be expected to deal with a substantial amount of preparation and homework for each session.

4.2 Proseminar I Sprachwissenschaft

(Socio)linguistic Research Methods

L. Bredvik Tue, 11:15 - 12:45, 110

Sociolinguistics is fundamentally the scientific study of the relationship between language and society; it uses empirical research to focus on how human beings use language in real life situations. The ways in which language reflects and shapes society can be complex and thus the means used to investigate these interactions are equally diverse – experimental and quantitative, anthropological and qualitative. Sociolinguists may study language and society at broad national and institutional levels – official language policies in Quebec, for example – and at very narrow interpersonal levels – doctor/patient interactions or conversations between friends.

The theoretical foundations of the research methods will be addressed but this seminar is primarily interactive, giving students hands-on experience with multiple sociological research methods. Areas to be studied include: questionnaires, interviews, ethnographic fieldwork, corpus linguistics, multimodal analysis and discourse analysis. Students will use at least one of the methods for a small research project and present the results in class. Students will also submit one 10-page paper at the end of the semester.

Texts:

- Holmes, Janet, and Kirk Hazen. *Research Methods in Sociolinguistics: A practical guide.* Hoboken, NJ: Wiley Pubisbers, 2013.
- Litosseliti, Lia, ed. *Research Methods in Linguistics.* London: Continuum International Publishing, 2010.
- Mesthrie, Rajend, ed. *The Cambridge Handbook of Sociolinguistics.* Cambridge: Cambridge University Press, 2011.

Recent Trends in Bilingualism Studies

N. Dumrukcic Wed, 2:15 - 3:45, 114

Bilingualism is the study of linguistic proficiency in two or more languages and has been studied from various disciplinary points of view, including, for example, sociolinguistics, psycholinguistics, neurolinguistics, applied linguistics and educational studies. However, it is not a phenomenon that pertains only to the study of language and due to this interdisciplinary potential, we will dedicate the first half of the semester to outlining some of the theoretical frameworks relevant to the study of bilingualism.

The second half of the semester will focus more on specific research areas and contemporary findings. Besides investigating issues of data collection, we will also discuss different quantitative and qualitative methods relevant for the study of bilingualism, which range from the use of neuro-imaging techniques, cognitive naming tasks to interviews and questionnaires. The course's main objective, thus, lies in exploring how bilingualism can affect the mind through analyzing several case studies on possible cognitive benefits of bilingualism. Throughout the course, we will also reflect on possible connections between bilingualism and notions of personal and cultural identity.

Course requirements include an oral in-class presentation and a term paper at the end of term. Further details about how the course is organized will be provided in the first session.

Texts: A reading list will be provided before the start of the seminar and sent via email to the course participants.

Understanding Syntax

Dr. M. Schiffmann Fri, 2:15 - 3:45, 108108

For some students, syntax is a dreaded topic, and one of the goals of this seminar is to show that it can be an exciting one. One reason is that syntax is arguably the factor operating in our mind that makes complex thought as we know it possible. The ability to build ever larger phrases out of single words and to build ever more complex sentences out of these phrases is at the root of our capacity to understand and interpret the world we live in to the surprising extent that we do.

At the same time, the syntactic structures of the 6,000 to 7,000 languages that are said to exist on our planet are not at all the same but display a stunning diversity. To cite just one example, on the one hand we have so-called "isolating" languages such as Chinese that totally lack the different word forms which make the learning of,

e.g., Latin so hellishly difficult. On the other, there are languages that have many more of these different forms than even Latin. Nouns can have up to one and a half dozen different case forms, verbs can agree, not just with the subject, but also with the object and other sentence parts, and this agreement can be not just in terms of person and number but also in terms of gender and other features.

Despite this bewildering diversity of phenomena, there seems to be an underlying unity that binds all these very different languages together – a unity that makes each one of them translatable into any other and one without which linguistics in the realm of syntax would be pointless, since there would not even be a recognizable area to talk about.

This seminar intends to illuminate both these aspects of syntax – the wide range of differences between languages and the unity that in the end allows us to understand even the strangest syntactic phenomena of languages as remote as imaginable from the European models most of us know. To get a real grasp, we will work a lot with exercises, and we will also draw extensively on the languages that the participants in the seminar themselves know or know best.

Texts: Core reading will be Maggie Tallerman, *Understanding Syntax*, 4 th edition, Routledge 2014. This book, as well as a lot of other material, will be made available to participants of the seminar in an appropriate form.

Pragmatics

J. Smith Tue, 9:15 - 10:45, 108

“Pragmatics is the study of language use in context.” This simple description of pragmatics as a discipline masks the complexities of meaning witnessed in language use and the difficulties this may pose for us as language researchers. In order to broaden students’ knowledge of approaches to pragmatic research questions, this seminar sets out to enable them to investigate the linguistic design of various spoken and written genres with the help of clear-cut criteria and analytic precision.

While the course will focus on providing a systematic overview of classic and state-of-the-art pragmatic research, students will also be introduced to fundamental issues of research design and linguistic methodology in order to be able to conduct their own investigations of pragmatic research questions.

Second Language Acquisition and Language Teaching

I. Kleiber Tue, 4:15 - 5:45, 108

The interdisciplinary field of Second Language Acquisition (SLA), generally concerned with various questions about how people acquire or learn second

languages, has generated a vast body of theory and empirical research. While the relationship between second language acquisition theory and language teaching is not a straightforward one, SLA has "contributed in a number of ways to ideas about how to teach a language in the classroom" (Hummel 2014: 106).

The aim of this course is to provide students with a broad overview on SLA from a linguistic perspective and to investigate its influence on English language teaching (ELT). Therefore, we will cover major linguistic theories of second language acquisition and critically evaluate how they might be effectively applied in the language classroom. More specifically, we will, for example, consider structuralist, generative, functionalist, cognitive, and usage-based theories on second language acquisition. In doing so, we will not only reflect on language acquisition theory itself, but also on the development of linguistic theory in general.

Each of these broader theoretical perspectives has led to a multitude of insights, hypotheses, approaches, and recommendations regarding the teaching and learning of second languages. Therefore, we will critically investigate how these can be applied practically to teaching English as second (or foreign) language.

Die Lehrveranstaltung ist ein Angebot der Heidelberg School of Education (HSE) und ist geöffnet für Studierende der Universität und der Pädagogischen Hochschule Heidelberg. Die Anmeldung der Studierenden der PH erfolgt über Stud.IP.

Texts: Hummel, Kirsten M. 2014. *Introducing Second Language Acquisition: Perspectives and Practices.* Linguistics in the World. Chichester, West Sussex: Wiley Blackwell.

Discourse Analysis

A. Schmidt Tue, 9:15 - 10:45, 114

Discourse analysis views language as a social practice and is therefore concerned with language in context, i.e., "(1) anything beyond the sentence, (2) language use, and (3) a broader range of social practice that includes nonlinguistic and nonspecific instances of language" (Schiffrin et al. 2008: 1). The discipline is practiced across the social sciences and humanities, but in this seminar we will learn about the ways in which the linguistic analysis of naturally occurring texts (written, spoken, computer-mediated) is indispensable for the analysis of different discourses. After approaching concepts of "discourse" and "context", we will take a look at how texts are organized and which levels of language are involved in shaping different dimensions of discourse. Aided by real-life examples, we will continue to explore the variety of approaches to discourse analysis. In this vein, we will investigate, for instance, language in interaction (key lessons in pragmatics and conversation analysis) and, in a broader context, the relations between language and power

(critical discourse analysis). Finally, this course will provide an introduction to both classic qualitative and more recent quantitative, corpus-assisted methods for conducting discourse analysis.

Texts: The weekly readings will be made available on moodle, but I recommend the following for an overview:

- Paltridge, Brian. 2012. *Discourse Analysis*, 2nd edition. London: Bloomsbury.
- Schiffrin, Deborah, Deborah Tannen and Heidi E. Hamilton. 2008. "Introduction." In *The Handbook of Discourse Analysis*, edited by Deborah Schiffrin, Deborah Tannen and Heidi E. Hamilton, 1–10. Oxford: Blackwell.

Sociolinguistics

J. Smith Tue, 11:15 - 12:45, 108

The fairly young discipline of Sociolinguistics focuses on the idea that linguistic variation does not solely depend on intralinguistic factors but can also be governed by extralinguistic aspects, such as social class, gender, ethnicity, age, or region/place. Newer approaches to sociolinguistic variation have embraced the notion of linguistic practices as ways of constructing identities, belonging, or group membership.

This course will offer an introductory overview of the field of sociolinguistics, i.e. the discipline's preferred methods, its historical development, typical research questions as well as different approaches to investigating the correlation between language and society. Furthermore, students will be introduced to the major theoretical concepts of sociolinguistics and be confronted with some of the methodological challenges of sociolinguistic investigations where, for example, complex issues such as attitudes towards different varieties, the enregisterment (Agha 2003) of certain features in mono-, bi-, or multilingual communities or possible outcomes of language contact situations may be analysed. Students are expected to present a case study in class and carry out a small research project (which will serve as the basis of their term paper).

4.3 Proseminar II historische Sprachwissenschaft

Introduction to the History of English

Priv.-Doz. Dr. S. Mollin Wed, 11:15 - 12:45, 112

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.

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

Introduction to the History of English

Priv.-Doz. Dr. S. Mollin Thu, 11:15 - 12:45, 112

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.

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

Introduction to the History of English

Dr. J. Schultz Thu, 4:15 - 5:45, 110

This seminar will provide an overview of the linguistic, social and cultural development of the English language from its prehistoric Indo-European origin until today. We will look at the history of English at different periods (Old English, Middle English, Early Modern English and Late Modern English) and at the current status and future of English as a world language. Essential insights will be given into the nature of language and mechanisms of change. The different stages in the history of English with its typical linguistic features will be illustrated with a variety of representative texts, revealing, for instance, the language of King Alfred, Chaucer and Shakespeare.

Texts: will be uploaded on Moodle.

Introduction to Old English

Dr. E. Hänßgen Mon, 11:15 - 12:45, 116

Das Proseminar hat das Altenglische des 9.-11. Jahrhunderts zum Gegenstand, eine altgermanische Sprache, die sich grundlegend vom heutigen Englisch unterscheidet und innerhalb eines Semesters nur mit großem Interesse und Fleiß zu erlernen ist.

Neben der Übersetzung einfacher altenglischer Texte werden ausgewählte Probleme der Sprachgeschichte anhand des Altenglischen exemplarisch behandelt. Der Stoff wird von den Teilnehmenden zunächst häuslich erarbeitet und dann in der Seminarsitzung erörtert und vertieft. Im Kurs werden wir auch englische Terminologie der historischen Linguistik erarbeiten. Die Kurssprache ist Deutsch.

Texts:
Kursbuch: Weimann, Klaus. [3]1995. *Einführung ins Altenglische*. Uni-Taschenbücher, 1210. Heidelberg; Wiesbaden: Quelle & Meyer. (s. Lehrbuchsammlung und Reader in der Seminarbibliothek)

Lektüreempfehlung: Baugh, Albert C., und Thomas Cable. [6]2013. *A History of the English Language*. London: Routledge. 14-121.

Introduction to Middle English

V. Mohr Wed, 9:15 - 10:45, 115

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.

Hinweise: (1) Die Veranstaltung wird auf Deutsch unterrichtet und bringt Übersetzungen ins Deutsche mit sich. (2) Sie sollten über Französisch-Kenntnisse

verfügen, die es Ihnen gestatten, französische Lehnwörter im Englischen als solche zu identifizieren.

Leistungskomponenten: Vor- und Nachbereitung der Sitzungen, *take-home exam* und Abschlussklausur.

Introduction to Early Modern English

Dr. M. Isermann Wed, 4:15 - 5:45, 114

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

Texts: A course reader is available at the Copy Corner.

- Nevalainen, Terttu. 2006. *An Introduction to Early Modern English.* Edinburgh: Edinburgh Univ. Press.
- Barber, Charles. 1997. *Early Modern English.* Edinburgh: Edinburgh Univ. Press.

4.4 Proseminar II moderne Sprachwissenschaft

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

Linguistic Research Methods

Priv.-Doz. Dr. S. Mollin Thu, 9:15 - 10:45, 112

Instead of making students specialists in a highly specific topic, this class aims to produce generalists. We will attempt to cover the whole breadth of linguistics as a science, but not by approaching it via its subdisciplines, but by answering methodological questions, such as: What kinds of data count as evidence in linguistics? How do we come by these data? And: How do we analyze and interpret the data? The empirical methods covered are diverse, including corpus linguistics,

conversation and discourse analysis, sociolinguistic variationist elicitation, attitude surveys, and psycholinguistic experiments. Each method is introduced by a close discussion of exemplary studies (classic and recent) from diverse linguistic areas, and is then applied hands-on in practical data analysis exercises. We will weigh the advantages and disadvantages of each method, discuss the potential of combining methods, and treat issues such as representativity, validity, and statistical significance along the way.

Students are expected to participate actively, to complete practical assignments at home, to present an empirical study in class, and to conduct a small-scale study using and critically reflecting on at least one of the linguistic research methods introduced.

Wikipedia - Linguistic Explorations

Prof. Dr. S. Kleinke Tue, 4:00 - 6:00, 110

Wikipedia is one of the most popular Web 2.0 applications world-wide. As an online encyclopaedia based on user-generated content, it allows for various patterns of user-content interaction ranging from the active production and negotiation of articles to their mere consumption, exchange and distribution as readers. This opens up a range of questions for linguistic analysis. Central topics we will explore are, for instance, how *Wikipedia* can be used as a corpus for linguistic analysis, how users handle its participatory character, argumentative and interpersonal strategies in the production of articles, the linguistic construction and collective negotiation of central cultural and ideological concepts as well as commonalities and differences between *Wikipedias* in different languages. Please register for this class via email: anmeldung.kleinke@as.uni-heidelberg.de.

Texts: A list of topics for term papers and a detailed reading list will be provided in the first session.

4.5 Proseminar III Sprachwissenschaft

British and American English(es)

Priv.-Doz. Dr. S. Mollin Wed, 9:15 - 10:45, 112

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 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.

To register, please send an e-mail to sandra.mollin@as.uni-heidelberg.de.

Critical Discourse Analysis

Prof. Dr. S. Kleinke Thu, 2:00 - 4:00, 108

Critical Discourse Analysis is concerned with how society uses language to create, shape and perpetuate public opinion. The first part of the course will introduce and exemplify different theoretical schools and approaches to the linguistic study of language and society. The second part of the course will be devoted to a range of empirical studies on how linguistic structures are used to construct different social groups and actors in different discourse domains. Next to institutionalised and mainstream media discourse, these will include analyses of political discourse "from below" as to be seen in social media, where ordinary Internet users are in a new position as they take part in public sociopolitical discourse as ratified participants.

Please register for this class via email: anmeldung.kleinke@as.uni-heidelberg.de.

Texts: A list of topics for term papers and a detailed reading list will be provided in the first session.

Language and Personality

Priv.-Doz. Dr. N. Nesselhauf Mon, 11:15 - 12:45, 113

In this seminar, we will investigate connections between language and personality from various perspectives. We will discuss to what extent and in what ways language use at a structural as well as a pragmatic level reflects the personality of the speaker (and in how far this depends on the circumstances of production). Questions of language learning and bi- or multilingualism will also be adressed, such as in what ways the paths to and the success in language learning are dependent on certain personality traits of the learner and, in the case of multilingual speakers, whether and if so how different sides of one's personality come to the forefront when using one particular language.

Requirements include an oral presentation and a term paper (for Hauptseminar credits, deadline 31 August) or a poster (for Proseminar III credits, deadline 16 July).

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

Online Dictionaries and Corpora in Lexicological Research

Dr. J. Schultz Wed, 2:15 - 3:45, 108

Online dictionaries and corpora have advanced to become an important medium of lexicological research. Lexicology is the linguistic discipline that investigates the structure of the lexicon of a language. The term *lexicon* might be defined as the system formed by all the words which make up a language. English lexicology as a field of study has become the focus of linguistic concern in the last few decades. Studies have been published on lexicological areas such as lexical semantics, vocabulary, the mental lexicon, and words and their meaning.

In this course, an overview will be given of the wide range of electronic dictionaries and corpora which serve as indispensible tools in lexicological research, such as the *Oxford English Dictionary Online*, the *British National Corpus*, the *Corpus of Contemporary American English*, the *Corpus of Online Registers of English*, or English newspaper corpora compiled in the database *LexisNexis*. Students will explore how these sources can be fruitfully used for many types of investigation to gain insights into linguistic phenomena at the lexical, semantic or pragmatic-contextual level of language.

All participants will have the opportunity to perform small research tasks and to present their findings in class.

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

4.6 Proseminar I Literaturwissenschaft

Short Fictions of Migration: Theory, History, Teaching Practice

Priv.-Doz. Dr. J. Rupp Mon, 2:15 - 3:45, 113

A “poor relation of the novel” -- this has been a frequent but hardly ever adequate epithet of the short story. The 2013 Nobel Prize for literature, awarded to the Canadian short story writer Alice Munro, is only the most prominent event in the genre’s recent renaissance, testified also by new anthologies and a growing popularity of the short story with well-known novelists. In our fast-paced, media-driven world, the short story is arguably turning into a quintessentially 21st-century form, easily read within the space of a bus or train ride. Moreover, in the EFL

classroom the short story has been a very versatile and effective genre, helping to cover the expansive landscape of Anglophone literatures around the world and catering to different levels of language-learning and literary literacy.

This seminar will serve as an introduction to the theory, history, and didactics of the short story, based on selected short fictions of migration. Throughout, we will study shifting narrative styles and cultural functions of the short story, as well as questions of canonicity and the literature curriculum.

Students can get a Proseminar I credit; or a 2 CP Fachdidaktik credit; or a 2 CP Fachdidaktik credit plus 1, 2, or 3 CP Proseminar I.

Introduction to the Study of Fiction: The 18th Century

G. Heil Tue, 11:15 - 12:45, 333

In this proseminar we will be concerned with the interpretation of narrative texts. In the introduction to the study of literature lecture you have already touched upon the main points of how to deal with a host of different genres; in this proseminar we will refine this knowledge and apply it to the interpretation and analysis of three classic novels.

In the 18th century, Britain underwent profound transformations in most areas of life: politics, economy, religion, culture and society. Towns and cities were growing significantly in number and size, industry was expanding, parliament became a genuinely powerful institution and the middling ranks slowly rose as a new class between the lower and upper ranks. Change was visible everywhere and could also be seen in literature.

Especially for the genre of prose fiction the 18th century is regarded as a constituting time. Not only did it see the rise of the "novel" as new and immensely important genre, it furthermore can be seen as a period in which different concepts of how to narrate a fictitious story in prose became matters of debate and innovation. Thus, the 18th century is in many ways very important for any student of English literature and especially of narratology.

In order to get an insight into different genres and narratological concepts and to compare and contrast ways of writing, we will discuss the following novels (please read all three before the start of term!):

- Samuel Richardson, *Pamela* (1740)
- Henry Fielding, *The History of the Adventures of Joseph Andrews and of his Friend Mr. Abraham Adams* (1742)
- Horace Walpole, *The Castle of Otranto (*1764)

Scientists in British Plays and Novels

A. Elstermann Tue, 4:15 - 5:45, 112

While the term "scientist" was not commonly used until the late 19th century, the concept of the scholar, the academic Doctor, the natural philosopher, the experimental researcher has been around much longer than that. With changing values and social norms, the role of the scientist within society has evolved significantly -- and continues to evolve today. Scientific advances in turn can prompt fears, philosophical questions, and ethical debates within a society. In this seminar, we will analyse how literature reflects those dynamics. How does art mirror the social perception of scientists? What are their responsibilities towards society? Which liberties or limits are assigned to scientific disciplines in fiction? What is the relationship of scientists to other groups and ideologies? We will look at various literary incarnations of scientists from the 16th to the 20th century and examine how the view of fictional scholars, scientists, and science in general has changed over time, and which characteristics still persist today. The texts will be placed in their respective socio-historical context for a better understanding of the values and debates surrounding the scientific profession around the time they were originally written - and what meaning these works might hold for current debates in our own society.

Texts: Please acquire and read the following texts before the start of term: Christopher Marlowe - *Doctor Faustus,* Mary Shelley - *Frankenstein* and Michael Frayn - *Copenhagen*

Introduction to the Study of Fiction: The British Novel in the 20th Century

D. Link Tue, 9:15 - 10:45, 333

The 20th century was one of profound transformation. The literary production of this time reflects technological advancement, the rise of feminism, and two world wars.

The goal of this class is to introduce you to the literature of the 20th century: its cultural background, the variety of novels that were produced, and the continuing relevance of these texts to our contemporary situation. In this course, you will deepen the knowledge acquired in the *Introduction to the Study of Literature* and apply it to the selected books in close-reading sessions. Our readings will serve as examples of literary movements such as modernism and postmodernism, and we will look at how these literary and cultural revolutions impacted the fiction of the 20th century.

Please purchase and read the following texts before the semester starts and bring

copies of them to class:

- Virginia Woolf: *Orlando – A Biography* (1928)
- John Fowles: *The French Lieutenant's Woman* (1969)
- Jeanette Winterson: *The Passion* (1987)

Introduction to Drama: Migration, Feminism and Climate Change in Contemporary British Playwriting

A. Al-Laham Wed, 2:15 - 3:45, 115

Reading the news can be overwhelming these days. In an age where migrant moves, environmental developments and a "pussy-grabbing" president are changing the structure of the world, we are forced to re-examine our way of understanding ourselves and others. As the most immediate literary form, drama has been thriving on these challenges and reflections. The strength of dramatic texts lies in their ability to reveal, explore and ultimately criticise destructive human behaviour while, at the same time, constructing beautiful worlds of fiction. Thus, dramatists have created powerful responses to pressing questions, which prove considerably more fruitful and inspiring than the lurid newspaper headlines.

This course is an introduction to the analysis of drama. We will look at recent plays and investigate their various ways of discussing current global issues. More specifically, we will debate the representation of migration, feminism and climate change and identify the (not so obvious) connection between these topics. This seminar introduces you to key concepts in drama theory and encourages you to extend and deepen your knowledge on methods for text analysis in general. In this course, we will explore and interpret the themes and aesthetic techniques of three exemplary contemporary plays.

Texts: Please read the following plays prior to the seminar:

- Alice Birch, *Anatomy of a Suicide* (2017)
- Duncan Macmillan, *Lungs* (2011)
- Anders Lustgarten, *Lampedusa* (2015)

'Carpe Diem, Guilt and Responsibility' in 1930s/40s British and American Theatre: Wilder, Miller, Priestley

Dr. K. Hertel Thu, 9:15 - 10:45, 113

Thornton Wilder, Arthur Miller, and JB Priestley were among the most enthusiastically received playwrights in early post-war Germany, a success that in some cases even exceeded the reception in their native countries. This was partly due to the fact that some of their plays had been chosen by the British and American Allies as suitable for the cultural program of 'Reeducation' – the attempt to bring

Germans back to democratic values with the aid of literature and the theatre. So, when German theatres reopened in the summer of 1945 – after the twelve dark years of Nazi rule - Thornton Wilder's play *Our Town* was one of the first to be performed in the Deutsches Theater Berlin.

The course will focus on a close reading of the plays and will shed some light on the question of their respective literary 'messages' to a post-war audience and the public response they met with.

Texts: Participants are asked to have read the following plays by the beginning of the summer term:

- Thornton Wilder, *Our Town* and *The Skin of Our Teeth* (available in: Th. Wilder, *Our Town and Other Plays*, Penguin Modern Classics, **ISBN-13:** 978-0141184586);
- Arthur Miller, *All My Sons* (Penguin edition, **ISBN-13:** 978-0141189970);
- J.B. Priestley, *An Inspector Calls* (in: *An Inspector Calls and Other Plays*, Penguin Modern Classics, **ISBN-13:** 978-0141185354).

Romanticisms: British, American, Transatlantic

T. Sommer Thu, 2:15 - 3:45, 113

As a period in literary and intellectual history, Romanticism has proved notoriously difficult to define. Broadly speaking, the term refers to an era of social, political, and aesthetic revolution and reform – but what exactly "Romanticism" was, when it began and ended, or, indeed, whether it makes sense to speak of a unified Romantic period at all are questions that neither contemporary writers nor later generations of critics have been able to settle one way or another. Taking such debates as its point of departure, this course will introduce participants to another layer of literary historical complexity in asking what happens to Romanticism when we see it not only through the lens of a single national tradition, but from a comparative transatlantic perspective. Working with a pluralized understanding of the term, we will look at British and American varieties of Romantic writing, uncover similarities and differences between them, address the socio-political backgrounds against which they emerged, and think about larger questions such as literary influence and cultural nationalism.

The seminar has a tripartite structure that follows a roughly chronological trajectory. The first part focuses on British writing – some prose, mostly poetry – from Robert Burns, William and Dorothy Wordsworth, and Samuel Taylor Coleridge to Percy Bysshe Shelley, John Keats, and Thomas Carlyle. The middle section establishes some basics of transatlantic cultural and literary historical comparison and revisits a range of scholarly arguments about the relation between British and American Romanticism. With the third and final part, we will cross the Atlantic to look at a

selection of American texts – some poetry, mostly prose – from Washington Irving, William Ellery Channing, and William Cullen Bryant to Ralph Waldo Emerson, Henry David Thoreau, and Walt Whitman.

Texts will be made available as a reader and on Moodle at the beginning of the semester.

Introduction to the Study of Fiction: Contemporary Black British Literature

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

With the collapse of its empire, large-scale immigration from former colonies, and increasing cultural diversity, Britain underwent a fundamental makeover in the second half of the twentieth century. The increasing number of Black Britons arriving in England after 1948 (including peoples of South Asian as well as African and Caribbean origin) challenged traditional ideas of national and cultural identities, and Black British literature gave a strong voice to the struggle of "redefining Englishness."

By studying Black British writing you will not only gain insights into one of the most important literary movements of contemporary fiction, but reading the novels will also allow us to adopt a different perspective on some of the most pressing questions of our time.

On the basis of our two main works, Meera Syal's *Anita and Me* (1996) and Andrea Levy's *Fruit of the Lemon* (1999), we will explore the various themes, forms and motifs of this fascinating genre, but of course we will also use the novels to practice your close reading and interpretation skills.

J. D. Salinger, *Catcher in the Rye* and *Nine Stories*

Dr. E. Hänßgen Wed, 11:15 - 12:45, 116

J. D. Salinger (1919-2010) came to fame with his novel *The Catcher in the Rye* in 1951. His next book, the collection *Nine Stories* (1953), also was an instant bestseller. He did not write many stories after that, from the mid-1960s preferring life as a recluse to the one of a publishing author. Rumour has it that there may be up to 16 books of his still awaiting publication.

In this course, we will work with both books mentioned above, analysing questions of genre, style, narration, contents and contexts. For example, we will address the role of the fictional Glass family, which features in a number of stories (in "Seymour: An Introduction" Buddy Glass even claims authorship of *Nine Stories*), the contrast between childhood innocence and adult depravity, adolescent alienation,

questions of Zen and Vedantic philosophy, and the role of WWII, in which Salinger was traumatized by experiencing combat and the liberation of Nazi concentration camps.

Texts: Salinger, J. D.:

- *The Catcher in the Rye*. Ed. Friederike Poziemski. Universal-Bibliothek, 19810. Rpt. Stuttgart: Reclam, 2011.
- *Nine Stories*. Rpt. Boston, MA: Little, Brown & Company, 1991.

4.7 Proseminar II Literaturwissenschaft

English Romantic Poetry: S.T. Coleridge and W. Wordsworth

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

This course is designed to provide an insight into the literary period of English Romanticism. In the course of the semester we will primarily be looking at the work of two writers who shaped the first part of this period: Samuel Taylor Coleridge and William Wordsworth. We will start the semester off with their collaborative work *The Lyrical Ballads* (1798), which has often been called a programmatic cornerstone for the development of the period; for some it even marks the 'official' beginning of English Romanticism. Aspects of the writers' biographies as well as an insight into the poetological, (socio-)historical and philosophical context of the time will complement the close reading of the respective poems.

Texts: The selection of texts will be available in form of a 'reader' by the end of March at Copy Corner in Merianstrasse. Helpful books for a general introduction to the period of English Romanticism are: Boris Ford (ed.), *From Blake to Byron.* The Pelican Guide to English Literature, 5 (Harmondsworth: Penguin Books); Jean Raimond and J.R. Watson (edd.), *A Handbook to English Romanticism* (New York, 1992); Duncan Wu (ed.), *A Companion to Romanticism* (Oxford, 1988).

Britsh Modernism

Dr. H. Grundmann Fri, 11:15 - 12:45, 114

The modernist period (roughly 1880 to 1945) was a time of radical invention, which initiated the movements of surrealism, imagism, Dadaism and futurism. The decline of the British Empire, new developments in psychology (Freudian psychoanalysis) and science (Einstein's theory of relativity), as well as WW I had a major impact on the arts and literature. In this course, we shall explore how writers such as Virginia Woolf, James Joyce and Joseph Conrad responded to these changes by developing modernist narrative techniques, such as the stream-of-consciousness, and opening up new areas of experience. Topics such as decadence and aestheticism, gender and

sexuality, urbanism and war will also be explored in the poetry of T.S. Eliot (*The Waste Land*), H.D., Ezra Pound, W.B. Yeats, and Wallace Stevens as well as in selected short stories by D.H. Lawrence, Virginia Woolf and Katherine Mansfield.

Texts: Please purchase Virginia Woolf, *To the Lighthouse (*ed. by Stella McNichol, Penguin 2000) and Joseph Conrad, *Heart of Darkness* (ed. by Cedric Watts, Oxford World Classics 2008). All of the poems as well as the short stories by James Joyce (from *Dubliners*) and the other writers will be made available.

American Poetry, 20th Century

Dr. H. Jakubzik Wed, 11:15 - 12:45, 108

What did American modernist poets want to achieve? What was, for them, the function of art? How did they try to accomplish their goals? The course provides a consolidation of the basic principles of poetry analysis (using the borderline modernist Frost), and then looks at some canonical modernist poems (Eliot, Williams, Stevens) alongside theoretical texts about the production of modernist art. To round it off, we will make ourselves familiar with the American confessional poetry of the 1950s and 1960s (Plath, Sexton, Lowell, Ginsberg) and discuss its relation to modernism.

Nathaniel Hawthorne and American Romanticism

Dr. P. Löffler Tue, 2:15 - 3:45, 114

What is American literary Romanticism? Is there a truly romantic American writer? In this seminar, we approach both questions by contextualizing the career of Nathaniel Hawthorne within American literary culture between the 1830s and 1850s. American Romanticism emerged as a literary style and movement as the result of several interrelated developments in the first half of the nineteenth century: competing claims to literary nationalism, the formation of a commercial literary market, an active engagement with America's Westward expansion, a critical recapitulation of the nation's Puritan colonial past, and a vibrant exchange of philosophical and theological thought with continental Europe.

We use Hawthorne's writings as literary forms of inquiry into the dominant debates of his time and we will try to reconstruct how Hawthorne himself used the aesthetic potentials of the literary as a way of forging his own artistic identity as a professional writer.

At the center of the seminar will be Hawthorne's most well-known romance, *The Scarlet Letter*, in addition to a number of short stories, shorter essays, and reviews. That way, we will encounter one of the most interesting writers of the antebellum

period as we also learn about how his career intersected with contemporaneous movements typically identified as romantic (e.g. Transcendentalism, Sentimentalism, The Fireside Poets).

Texts: *The Scarlet Letter* (Norton)

Race, Racism, and Contemporary American Literature

Dr. P. Löffler Tue, 4:15 - 5:45, 122

Over 50 years after President Lyndon B. Johnson ratified the Civil Rights Act, race relations in the US seem more contested and controversial than ever before. Police violence against African-Americans, the protests surrounding the removal of confederate monuments, and the various forms of protest against the political program of president Trump confirm the political urgency of the topic.

Despite these discouraging political developments, race and ethnicity have become celebrated issues in American literature, inspiring some of the most recognized works in contemporary fiction and poetry. This seminar inquires into the various locations and functions of race and ethnicity in contemporary American literature: How do writers approach the issues of race and ethnicity in their works? Are there ethnicity-sensitive styles of writing? Is there an aesthetics of race? What is the relationship between literary works addressing racial segregation and the political arena, in which racial segregation is a very real and very concrete problem?

In order to address these and related questions we will read four acclaimed literary works in conjunction with a selection of theoretical statements about the connection between race and literature: Colson Whitehead, *Zone One*, Hari Kunzru, *White Tears*, C.N. Adichie, *Americanah*, Claudia Rankine, *Citizen*. Please buy and read these texts before the start of the semester.

Reading and Teaching Life-Writing in Literature and Other Media

Priv.-Doz. Dr. J. Rupp Tue, 2:15 - 3:45, 113

As an area comprising such diverse genres as auto/biography, diaries, memoir and letters, life-writing did not use to be at the forefront of literary studies or the literature classroom. However, insights into the narrative foundations of identity and the way in which we tend to make sense of our lives in terms of a story have increasingly raised the profile of these genres. Simultaneously, texts by women and postcolonial writers have significantly added to the canon, often revising Western and male-dominated concepts of self and identity. Meanwhile, life-writing has become a major area of literary and interdisciplinary research, as well as a rich resource for readers to develop their own narrative competence to tell and reflect on

their life stories.

This seminar will centre on two novel readings alongside a range of additional examples which will also include new digital genres such as blogs. Didactic potentials of the texts studied will be discussed throughout, and we will place particular emphasis on perspectives of gender, postcoloniality and new media as these come to inflect historically shifting forms of life-writing and self-narration.

Students can get a Proseminar II credit; or a 2 CP Fachdidaktik credit; or a 2 CP Fachdidaktik credit plus up to 4 cp Proseminar II.

Primary Reading:

- Jackie Kay. *Red Dust Road.* London: Picador, 2010.
- Jamaica Kincaid. *The Autobiography of My Mother.* New York: Farrar, Straus & Giroux, 1996.

Secondary Reading:

- Bart Moore-Gilbert. *Postcolonial Life-Writing: Culture, Politics and Self-Representation.* London, New York: Routledge, 2009.
- Zachary Leader, ed. *On Life-Writing.* Oxford: Oxford UP, 2015.
- Issue "Life-Writing", *Wasafiri 48* (2006)
- Issue "Autobiographies: Presenting the Self", *Unterricht Englisch 136* (2015)

4.8 Proseminar III Literaturwissenschaft

William Wordsworth

Prof. Dr. G. Malachuk/Leypoldt Tue, 9:15 - 11:45, 113

This seminar explores the poetry and poetics of William Wordsworth, a foundational writer of the romantic period in Britain. We will begin by looking at some of Wordsworth's classics ("Tintern Abbey" [1798], the "Preface" [1800] to *Lyrical Ballads*), then focus on his most ambitious work, *The Prelude*, an extended semi-autobiographical poem on how Wordsworth reached a sense of self through a series of contacts with nature. Wordsworth began this project as a young man in the late 1790s and circulated it as work in progress among his friends for the rest of his life. When his executors published it posthumously in 1850 -- as *The Prelude: The Growth of a Poet's Mind: An Autobiographical Poem* -- it became a world literary event and a key document of romantic sensibility in what the Victorians called "the Age of Wordsworth".

In the course of this seminar, we will read *The Prelude* closely and place it within the context of romantic literary practice -- for example, the rising interest in

individual *bildung*, authentic interiority, and the "portrait-of-the-artist" theme; new concepts of poetic imagination, historical memory, and romantic lyric form; the impact of the French Revolution and the professionalization of authorship, etc. Since *The Prelude* has fascinated every generation of critics since its publication, we also want to look at its reception history, which will enable us to explore changes in literary taste and the history of literary theory.

Utopia/Dystopia: More, Huxley, Atwood, Ishiguro and Eggers

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

Have you noticed how, in recent months, the phrase "brave new world" has frequently been used to describe the world we are living in at present? Time therefore to look at Aldous Huxley's 1932 novel of this title and a number of others following in his wake: Margaret Atwood's *The Handmaid's Tale* (1986), Nobel-Prize winner Kazuo Ishiguro's *Never Let Me Go* (2005) and -- not a good but a necessary book -- Dave Eggers' *The Circle* (2013).

Before doing so, however, we will have to start with the founding text of the utopian/dystopian genre, Thomas More's *Utopia* (1516 in Latin; 1551 in English) -- whose debate still sounds surprisingly familar after 500 years.

Texts: Students wishing to participate must have read the novels before the beginning of term; Thomas More's *Utopia* preferably in Clarence Miller's translation (Yale UP, 2014).

Please note that this is a fortnightly seminar starting April 20. Dates etc. to be announced after registration. Registration: a.kreis@goldnet.ch

London Drama and Theatre

Prof. Dr. P. Schnierer Thu, 4:15 - 5:45, 108

This seminar, conducted in English, will focus on the representation and functions of London (and, in a wider sense, any space or place) in the history of English drama and theatre from the early 17th century onwards. We will deal with questions of aesthetics and theatricality but also concern ourselves with the economic, social and political contexts of our plays. Those listed below need to be acquired and read before the seminar starts; we will supplement this list with plays taken from your own suggestions. The seminar will be accompanied by an excursion to London around the Whitsun weekend; details to be announced in early February. Members of the seminar will have first access to the excursion, but participation is not compulsory.

Registration is open from the moment you see this. There are three steps: (1) Send a

mail to me at pps@urz.uni-heidelberg.de, stating your interest in the seminar. (2) Re-affirm, by email and only once asked to do so, your willingness to attend, and suggest one additional play. Justify your suggestion on not more than one page. (3) attend the first meeting or make your apologies in advance.

Texts: The core canon consists of the following plays: *Bartholomew Fair* by Ben Jonson (1614) *The London Merchant* by George Lillo (1731) *Sweeney Todd: The Demon Barber of Fleet Street* (orig. title: The String of Pearls; or, The Fiend of Fleet Street) by George Dibdin Pitt (c. 1847ff.)) *The Importance of Being Earnest* by Oscar Wilde (1895) *England People Very Nice* by Richard Bean (2009)

Mark Twain

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

The popular reputation of Mark Twain, especially abroad, rests on his nostalgic boyhood narratives around Tom Sawyer and Huckleberry Finn. However, Twain, or Samuel Longhorn Clemens, was an author whose scope of interest reached far beyond the composition of entertaining tall-tales. He was a highly critical commentator of American society and history, chastising slavery, racism, political hypocrisy, and imperialism. In this seminar, we will read and discuss a cross-section of his works.

Shorter texts will be available in a Reader (for sale in the Copy Corner) by the beginning of April. Additionally, please read the following longer works before the semester starts: *Adventures of Huckleberry Finn* (1884), *A Connecticut Yankee at King Arthur's Court* (1889), *Pudd'nhead Wilson* (1894).

Requirements: Regular attendance AND participation in classroom discussions, short oral presentation, term paper.

Please register for this course directly: margit.peterfy@as.uni-heidelberg.de.

"The Rising Glory of America": The Literature of the Early American Republic

Prof. Dr. D. Schloss Thu, 2:15 - 3:45, 114

After having engaged in a successful struggle for independence, many Americans hoped that the nation would experience a flowering of the arts and sciences. In the understanding of the time, the newly established republican government would profit from such a renaissance of learning because it required a well-informed and enlightened citizenry for its proper functioning. For a short period of time, American intellectuals and writers saw themselves courted by the politicians; their contributions were thought to give legitimacy and permanence to the American

republic. By the end of the eighteenth century, however, this intellectual idealism was waning. No American Homer had showed up on the horizon; and the American government as well as the public was loosing interest in cultural, scientific, and educational matters. The United States no longer seemed to need a virtuous and enlightened citizenry to give it stability: the constitution apparently took care of this. In addition, the agriculture-based patriarchal society of old was rapidly giving way to a modern, urban, middle-class market society: to succeed in the latter, one needed a quick and practical intelligence rather than classical learning or an artistic sensibility. With the exception of a group of women novelists who knew how to read the signs of the times, most artists and men of letters found themselves marginalized by the new social and political developments.

In this class, we will sample the literature of the founding period of the United States, an age – to use R. W. Emerson's words – "where the old and new stand side by side, and admit of being compared". Many of the ingredients of the American cultural "imaginary" were formed in this period although we may have difficulties in recognizing them at this early stage. In the early republic, "literature" was not only comprised of *belles lettres*, but also of works of history, politics, philosophy, and even science. In this course, we will follow this understanding of literature and read works from different fields to see how they illuminate each other. Among the works to be read are Jefferson's *Declaration of Independence*; Madison's *Federalist No. 10*; letters by John and Abigail Adams; autobiographical writings by Benjamin Franklin and Olaudah Equiano; essays by Judith Sargent Murray and J. Hector St. John de Crèvecoeur; poems by Joel Barlow, Philip Freneau, and Phillis Wheatley; novels by Hannah Webster Foster and Charles Brockden Brown; and a play by Royall Tyler.

Texts: Nina Baym *et al.* (eds.). *Volume A* (Beginnings to 1820) of *The Norton Anthology of American Literature.* Eighth Ed. New York: W.W. Norton, 2011.

Charles Brockden Brown, *Arthur Mervyn Or, Memoirs of the Year 1793: With Related Texts.* Ed. by Philip Barnard *et al.* Hacket Publishing, 2008. (Paperback or Kindle Edition available.)

From "Local Color" to the "New South": Literature of the American South

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

The parameters of literary landscapes are always complicated, since by categorizing certain works as essentially "local" or "regional" there is the great danger of generalization and the perpetration of prejudices. Nevertheless, certain geographical, historical, and socio-economic conditions might create a context for study that allows for insights, especially from a comparative perspective across history. In this

seminar, we will read literary works written in and about the South from all genres, by, among others, George Washington Cable, Kate Chopin, William Faulkner, Tennessee Williams, Flannery O' Connor, Alice Walker, Natasha Tretheway.

Shorter texts will be available in a Reader (for sale in the Copy Corner) by the beginning of April. Additionally, please read the following longer works before the semester starts: William Faulkner, *Absalom, Absalom.* (1936) John Kennedy Toole, *A Confederacy of Dunces.*(1980). Cormac McCarthy*, No Country for Old Men.* (2005)

Please register for this course directly: margit.peterfy@as.uni-heidelberg.de.

4.9 Proseminar I Kulturwissenschaft

The Long Edwardian Summer?

B. Gaston Mon, 2:15 - 3:45, 112

"Never such innocence again" wrote Philip Larkin about 1914, a year he could not possibly have remembered (he was born in 1922). In the popular imagination the Edwardian period is often viewed as a kind of endless summer garden party, a period of aristocratic ease and enjoyment between the stifling conformity of the Victorian era and the catastrophe of the Great War. And yet the 'extended' Edwardian era (usually considered to have ended in 1914, though King Edward himself died in 1910) was a period of contrasts: extreme wealth (and the desire to spend it) co-existed with the direst poverty and deprivation, and Britain's apparent power and pre-eminence were called into question by a number of challenges, both internal and external: the Boer War, rival Great Powers (above all Germany!), the Irish Home Rule crisis, militant female suffragism, revolutionary socialism, industrial unrest and strikes. It was also a period in which rapid technological progress (cars, aeroplanes and the telegraph all came into common use at this time) and social change provoked debates over issues such as Imperialism, the nature of British democracy, the countryside and the condition of England, the role of women, the rise of the lower middle class in literary culture, and the roles of the arts and of public intellectuals. We will be dipping into most - or possibly all - of these topics so that by the end of the course students will have a broader and more nuanced historical understanding of this transitional period.

From Crisis to Celtic Tiger - Ireland at the End of the 20th Century

D. O'Brien Thu, 11:15 - 12:45, 113

The last two decades of the 20th century were ones of starkly contrasting fortunes for Ireland. This course will deal with the political, religious, social and economic

upheavals of this period. The Eighties were a decade of doom and gloom, the country rocked by one controversial referendum after another, an era of high unemployment and emigration. The mid-Nineties brought unheard of economic growth, political scandal, immigration, and revealed a latent racist element in Irish society. With prosperity also came a new sense of self awareness and identity, which was reflected in the changing relations with Great Britain and Northern Ireland. We will also examine how Irish culture was expressed through literature, language, music, and sport in this period.

Texts:

- Barry, Ursula (1986). *Lifting the Lid.* Handbook of facts and information on Ireland. Dublin: Attic Press.
- Coulter, Colin, Steve Coleman (2003). *The End of Irish History. Critical Reflections on the Celtic Tiger.* Manchester: MUP.
- Cunningham, Peter (2010). *Capital Sins.* Dublin: New Island.
- 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.
- Hourihane, Marie (2000). *She moves through the boom.* Dublin: Sitric Books.
- Hussey, Gemma (1993). *Ireland Today. Anatomy of a Changing State*. Dublin: Townhouse / Viking.
- King, William (2008). *Leaving Ardglass.* Dublin: Lilliput Pres.
- King, William (2013). *Is That all There Is?* Dublin: Lilliput Press.
- O'Toole, Fintan (1999). *The Irish Times Book of the Century.* Dublin: Gill and Macmillan.
- Woods, Peter (2003). *Hard Shoulder.* Dublin: New Island.

Americans and War

S. Bloom Mon, 9:15 - 10:45, 113

“Dulce et decorum est pro patria mori”? Well, maybe not.

There will not be much military history in this course. What there will be is an attempt to understand the reasons why, during the past 250 years, Americans have gone to war.

Highschools in America

Schoeberl Wed, 11:15 - 12:45, 115

Explore the role of secondary education in the United States from a cultural studies perspective. Can one speak of "the" American high school? In which ways might

high schools be "American“? How can considering the political and social goals of secondary schooling—and the ongoing debate about what those goals should be—inform our understanding of American culture at-large?

Students will participate in discussions of course readings and respond to a digest of current media from the U.S. related to our topic.

Texts: Information on course readings provided at first session.

Prerequisites are active class participation, presentation, term paper.

4.10 Proseminar I Kulturwissenschaft (theoretisch)

Building the Company: The Economic Self in Contemporary American Literature

Dr. M. Drescher Sat, 9:15 - 5:45, 108

This **Blockseminar** will investigate how economic and corporate ideas are negotiated in contemporary American prose.

How are characters positioned in and defined by larger economic and corporate structures and ideologies? How do texts imagine the relationality of work and life, the private and the professional? In how far do private and professional identities coalesce, in how far are they exclusive? What parameters do contemporary works of art employ to understand the ever-growing entanglement of art, life, and economy?

We will pay special attention to Bourdieu’s ideas concerning cultural production and ask in how far textual content may reflect, be bound to, and actively bind the economic elements that surround it. Basic theoretical terms and notion will be introduced (e.g. the field of cultural production, habitus, literary prestige, and the various forms of capital), all of which will help guiding our in-depths analysis of given works.

To do so, we will work with Dave Eggers’ *The Circle* (2013), Don DeLillo’s *Zero K* (2016), and Jennifer Egan’s *The Keep* (2006). Students will obtain and read the following editions (and selected theoretical material) **before** class commences:

- Dave Eggers: *The Circle*. Penguin Books, 2013.
- Don DeLillo: *Zero K.* Picador, 2016.
- Jennifer Egan: *The Keep*. Abacus, 2008.

This class will take place on **two weekends**.

Session 1: Sat. April 21, 0900 – 1500.
Session 2: Sat. June 09, 0900 – 1800
Session 3: Sun. June 10, 0900 - 1800

Session will be dedicated to textual work, content debates, and in-class presentations focusing on selected theoretical and methodological topics. We will coordinate topics, reading assignment, and presentation-groups beforehand.

Attendance, active contributions, the assigned in-class presentation, and a term paper are required for those who wish to receive credit. Auditing is welcome but depends on the number of registrations.

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

4.11 Proseminar II Kulturwissenschaft/Landeskunde

Britsh Modernism

Dr. H. Grundmann Fri, 11:15 - 12:45, 114

Description see page 26.

The Settlement of North American in Literature and Key Cultural Documents

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

In this course, we will read and discuss a number of key documents from different genres about the history of the settlement of Colonial North America, and then later the USA and Canada. Our emphasis will lie on the political, rhetorical, and also literary strategies used in discourses of conquest, colonization, and empire building. Notions of 'translatio imperii', 'manifest destiny", "the frontier," among others, will be discussed.

A *Reader* will be available in the Copy Corner as of the beginning of April.

Requirements:
When taken as a course in literature: Participation in classroom discussions, oral presentation, and term paper.
When taken as a course in cultural studies: Participation in classroom discussion, oral presentation, final exam.

A Cultural History of Disability in the US

Dr. S. Föhr Tue, 11:15 - 12:45, 112

Representations of disability abound in literature. From Captain Ahab to Benjy Compson, "Boo" Radley to Beth March, characters with disabilities play key roles in a wide range of American classics. In many works of fiction, disability serves as a device that drives the plot forward, presenting the other characters with a challenge to overcome, a source of inspiration or a confirmation of the threats posed by abnormality, frailty and incompleteness.

These representations reflect popular perceptions of disability as a defect, deficiency or curse that causes suffering and pain rather than a way of being. They also reinforce a long tradition of using the language of disability to justify discriminatory treatment not only of people with supposed mental or physical impairments, but also of marginalized groups, including women, people of color and immigrants. Woman suffragists had to fight the common belief that women were fragile, mentally weak and susceptible to hysteria just as civil rights advocates had to fight popular assumptions that immigrants and people of color were inherently less intelligent and thus less capable of political participation than Anglo-Saxon males.

In order to explore the roots of these and other popular perceptions, this course examines the actual experiences of disabled people in the United States from the colonial era to the present. Using a variety of primary sources, including texts created by people with disabilities themselves, we will trace the political, social and cultural developments that shaped Americans' understanding of disability and people with disabilities, considering disability as a social category that is crucial for understanding the way American culture defined the "proper" social order and justified the need for social control.

Texts: The course is structured as a series of discussions centered on weekly readings, so it is important that you complete the reading assignments on time. A class reader will be made available at Copy Corner in mid-March.

Assignments include leading class discussion, regular participation, a number of short writing assignments and a final exam. No research paper is required.

The Literature of the Harlem Renaissance in the USA

M. Loimeier Sat, 10:00 – 1:00, 114

African American Literature has a long tradition in the USA. Beneath the development line of "white" literature there exists a string of an incipiently fringe

literature written by non white authors. They discuss the questions of collaboration and cooperation with or of resistance against the major part of US society. The seminar will follow the development of the engagement against apartheid and discrimination and highlight the first steps of the civil rights movement in the USA. As a start this seminar will concentrate on authors like James Baldwin, Countee Cullen, W.E.B. DuBois, Ralph Ellison, Jessie Redmon Fauset, Langston Hughes, Zora Neale Hurston, Nella Larsen, Wallace Thurman, Booker T. Washington, Dorothy West, and Richard Wright.

We will also watch the movie "I Am Not Your Negro", illustrating the life of James Baldwin. The course will take place in double sessions on the following Saturdays: April 21, May 5, May 12, June 2, June 9, June 23. On Sunday, June 17, 5:00 p.m., a reading by Prof. Ngugi wa Thiong'o (Kenya/USA) at the Internationales Zentrum Heidelberg will be part of the seminar.

Secondary literature:

- Rolf Franzbecker, Der moderne Roman des amerikanischen Negers, Richard Wright, Ralph Ellison, James Baldwin, Darmstadt 1979;
- Donald B. Gibson, Five Black Writers: Essays on Wright, Ellison, Baldwin, Hughes, and LeRoi Jones, New York 1970;
- Nathan Irvin Huggins, Harlem Renaissance, New York 1971;
- George Hutchinson (ed.), The Cambridge Companion to the Harlem Renaissance, Cambridge 2007;
- Domina Lynn, The Harlem Renaissance: A Historical Exploration of Literature, Santa Barbara 2015.

The American Musical on the American Frontier

C. Burlingame-Goff Thu, 9:15 - 12:45, 122

In this course, we will look at how a uniquely American experience has been portrayed in a uniquely American art form. To do the musicals justice, we will meet for four hours to watch the filmed versions in their entirety and discuss their relationship to theoretical texts.

Your final grade will be based on an oral report and an in-class essay exam.

5. Hauptseminare

5.1 Hauptseminare Sprachwissenschaft

Exploring English Proverbs, Idioms and Sayings Through the Ages

C. Watts — Saturday April 7th: 2-7pm; Sunday 8th April: 2-7pm; Monday 9th April: 2-7pm; Tuesday 10th April: 2-7pm; Wednesday 11th April: 2-7pm; Thursday 12th April: 3-6pm; Room: N:N:, Raum: n:n:

We live in an age of scientific and technological enlightenment and yet what shapes the discourse of our daily lives is often not modern insight alone, but ancient wisdom. Everyday English conversation is peppered with sayings from folklore and history that have been passed from one generation to the next, often without adaptation despite centuries of change.

In this Hauptseminar we shall be exploring the linguistic origins of English proverbs, idioms and sayings, from the earliest proverb with its roots in Old English to those which can be traced back to Latin and Greek and British history through the ages. We shall consider the linguistic changes that these phrases have undergone and set them against their socio-historic and cultural background. All of the proverbs, idioms and sayings that are selected for this Hauptseminar are in current use and we shall uncover their linguistic and cultural secrets together. This will involve considering the linguistic legacies of Aesop, the Bible and Latin and Greek philosophers, as well as Chaucer, Shakespeare and Erasmus among others. And you will add to your personal stock of such phrases too.

Please register by email to: c.watts@brighton.ac.uk.

Linguistic Analysis

Dr. M. Isermann — Mon, 4:15 - 5:45, 108

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

Up to and including SS 2018, *Linguistic Analysis* will run in tandem with the colloquium *The Structure of Present-Day English*. From 2018 onwards, it will be adapted to its new purpose. Until then, the main assignment will be a longer final

written exam, to be taken in the first week of the semester break after the end of term. A term paper is an alternative way to obtain credit. As for the course material, please see the description of the colloquium *The Structure of Present-Day English*. Note: There will be a tutorial accompanying the course.

British and American English(es)

Priv.-Doz. Dr. S. Mollin Wed, 9:15 - 10:45, 112

Description see page 18.

Critical Discourse Analysis

Prof. Dr. S. Kleinke Thu, 2:00 - 4:00, 108

Description see page 19.

Language and Personality

Priv.-Doz. Dr. N. Nesselhauf Mon, 11:15 - 12:45, 113

Description see page 19.

Online Dictionaries and Corpora in Lexicological Research

Dr. J. Schultz Wed, 2:15 - 3:45, 108

Description see page 20.

5.2 Hauptseminar Literaturwissenschaft

William Wordsworth

Prof. Dr. G. Malachuk/Leypoldt Tue, 9:15 - 11:45, 113

Description see page 29.

Utopia/Dystopia: More, Huxley, Atwood, Ishiguro and Eggers

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

Description see page 30.

London Drama and Theatre

Prof. Dr. P. Schnierer Thu, 4:15 - 5:45, 108

Description see page 30.

Mark Twain

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

Description see page 31.

"The Rising Glory of America": The Literature of the Early American Republic

Prof. Dr. D. Schloss Thu, 2:15 - 3:45, 114

Description see page 31.

From "Local Color" to the "New South": Literature of the American South

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

Description see page 32.

6. Kolloquien

6.1 Kolloquien Sprachwissenschaft

Examenskolloquium

Prof. Dr. B. Busse Tue, 11:15 - 12:45, HS12a, NUni

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

Structure of Present Day English

Dr. M. Isermann Mon, 4:15 - 5:45, 108

The main objective of this course is to provide you with an apportunity 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 you feel confident about your linguistic knowledge and skills, 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). Note: There will be an Übung accompanying the course. Literatur A reader may be obtained from the Copy Corner. Additional course material can be downloaded from *Moodle2*.

Examenskolloquium

Dr. M. Isermann Tue, 6:15 - 7:00, 114

Examenskolloquium

Das Kolloquium dient der Vorbereitung von Staatsexamina oder Masterprüfungen. Vorgesehen sind die Vorstellung ausgewählter Prüfungsthemen sowie der Formalitäten bei Prüfungsanmeldung und –durchführung, mock exam, ein Erfahrungsbericht examinierter Altstudenten, individuelle Beratung bei der Wahl und Vorbereitung von Spezialthemen und ähnliches. Das Kolloquium beginnt in der 2. Semesterwoche. In den Wochen, für die kein gemeinsames Treffen anberaumt ist, steht der Slot für Fragen und individuelle Gespräche zur Verfügung/ gibt es eine offene Examenssprechstunde.

Research Colloquium

Prof. Dr. S. Kleinke Wed, 6:00 - 20:00, 110

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

Please register for this class during my office hours **and** via email at anmeldung.kleinke@as.uni-heidelberg.de as well sonja.kleinke@as.uni-heidelberg.de (please send your email to both addresses).

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

Exam Colloquium

Prof. Dr. S. Kleinke Thu, 11:15 - 12:45, 110

Die Veranstaltung wendet sich an Studierende des Hauptstudiums und vor allem an Examenskandidaten (Staatsexamen, Master, Bachelor). Sie gibt ihnen Unterstützung bei der Auswahl und Vorbereitung von Wahlgebieten für das Examen. Im ersten Teil jeder Sitzung werden überblicksartig die einzelnen Teilbereiche der Linguistik dargestellt und diskutiert. Im Anschluss daran werden jeweils Fragen beantwortet, die in Examina vorkommen könnten, und entsprechende Übungsaufgaben gelöst. Die jeweiligen Übungen und Aufgaben sind für jede Sitzung vorzubereiten.

Anmeldung für das Kolloquium über E-mail: anmeldung.kleinke@as.uni-heidelberg.de.

Texts: Kortmann, Bernd (2005): *English Linguistics: Essentials.* Berlin. Cornelsen. (Zur Anschaffung empfohlen).

Weitere Literaturhinweise in der ersten Sitzung.

Colloquium for Exam Candidates

Priv.-Doz. Dr. S. Mollin Mon, 11:15 - 12:45, 112

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

To register, please send an e-mail or come to my office hours.

Colloquium for Exam Candidates

Priv.-Doz. Dr. N. Nesselhauf Thu, 11:15 - 12:45, 115

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

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

6.2 Kolloquien Literaturwissenschaft

Recent Trends in US Literary and Cultural Theory

Prof. Dr. G. Leypoldt Thu, 6:15 - 7:45, 112

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. This term the colloquium will combine with a series of invited lectures on the topic of authority and trust.

Examenskolloquium

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

This course is intended for exam candidates, and it offers a forum for discussing and presenting examination topics and outlines of M.A. or Staatsexamen theses. Registration: you can register in the first session, April 23.

Colloquium

Priv.-Doz. Dr. M. Peterfy Tue, 9:15 - 10:45, 110

All students preparing for a final oral exam are welcome to attend this colloquium. We will discuss central questions and issues of literary analysis, literary theory, and literary history.

There is a Reader available in the Copy Corner.

Please register for this course directly: margit.peterfy@as.uni-heidelberg.de.

Examenskolloquium

Prof. Dr. P. Schnierer Mon, 11:15 - 12:45, 114

Diese Ankündigung ist auf Deutsch, aber das Kolloquium wird beide Sprachen in ihr Recht setzen. Es soll der Vorbereitung auf Staatsexamina und Magisterprüfungen 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.

7. Oberseminare

Oberseminar

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. Ich bitte um persönliche Anmeldung, entweder in einer meiner Sprechstunden oder per Email: pps@urz.uni-heidelberg.de.

8. Fachdidaktik

8.1 Fachdidaktik polyvalenter BA

Fachdidaktik

J. Naßutt Mon, 11:15 - 12:45, 114

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 in der ersten Hälfte des Semesters zweistündig an folgenden Terminen statt:
18.4., 25.4., 2.5., 9.5., 16.5., 2.6., 23.5.2018

Bitte melden Sie sich auf SignUp an und kommen zur enstsprechenden ersten Sitzung. Erwartet werden regelmäßige Anwesenheit, aktive Teilnahme und die Erstellung eines kurzen termpapers.

Reading and Teaching Life-Writing in Literature and Other Media

Priv.-Doz. Dr. J. Rupp Tue, 2:15 - 3:45, 113

Description see page 28.

Short Fictions of Migration: Theory, History, Teaching Practice

Priv.-Doz. Dr. J. Rupp Mon, 2:15 - 3:45, 113

Description see page 20.

The Good Language Teacher (Blockseminar)

F. Klippel Mo 16.4., Mo 23.4., Fr 27.4., Fr 4.5., Di 22.5. 16 c.t. bis 20 Uhr, 110

Teachers matter. Who would not want to become or be a good language teacher? But what are the characteristics of good language teachers? What evidence do we have for teacher quality and effectiveness?

This compact course (see dates) will look at teaching methods and the possible range of teacher activities in classrooms, at teacher language, classroom interaction and teacher education with a view to the requirements of good English language teaching today. We will reflect on our own teaching and learning experience as well as on classroom videos.

The seminar will use a wide range of different teaching/learning formats. Participants will be expected to undertake small assignments and some reading between sessions. The final paper can take a number of different forms according to individual interests and abilities; these will be discussed at the beginning of the

Zweitspracherwerb und Fremdsprachendidaktik

I. Kleiber Tue, 4:15 - 5:45, 108

The interdisciplinary field of Second Language Acquisition (SLA), generally concerned with various questions about how people acquire or learn second languages, has generated a vast body of theory and empirical research. While the relationship between second language acquisition theory and language teaching is not a straightforward one, SLA has "contributed in a number of ways to ideas about how to teach a language in the classroom" (Hummel 2014: 106).

The aim of this course is to provide students with a broad overview on SLA from a linguistic perspective and to investigate its influence on English language teaching (ELT). Therefore, we will cover major linguistic theories of second language acquisition and critically evaluate how they might be effectively applied in the language classroom. More specifically, we will, for example, consider structuralist, generative, functionalist, cognitive, and usage-based theories on second language acquisition. In doing so, we will not only reflect on language acquisition theory itself, but also on the development of linguistic theory in general.

Each of these broader theoretical perspectives has led to a multitude of insights, hypotheses, approaches, and recommendations regarding the teaching and learning of second languages. Therefore, we will critically investigate how these can be applied practically to teaching English as second (or foreign) language.

Die Lehrveranstaltung ist ein Angebot der Heidelberg School of Education (HSE) und ist geöffnet für Studierende der Universität und der Pädagogischen Hochschule Heidelberg. Die Anmeldung der Studierenden der PH erfolgt über Stud.IP.

Texts: Hummel, Kirsten M. 2014. *Introducing Second Language Acquisition: Perspectives and Practices.* Linguistics in the World. Chichester, West Sussex: Wiley Blackwell.

8.2 Fachdidaktik I

Methodology I

J. Naßutt Wed, 9:15 - 10:45, 113

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

Texts: Lehrwerke werden gestellt.

8.3 Fachdidaktik II

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

The Good Language Teacher (Blockseminar)

F. Klippel Mo 16.4., Mo 23.4., Fr 27.4., Fr 4.5., Di 22.5. 16 c.t. bis 20 Uhr, 110

Description see page 46.

Working with Texts in the English Classroom

S. Mußmann Mon, 8:30 - 10:00, 115

After a general introduction and an overview we're going to pursue a practice-oriented approach and, based on teaching methodology/ didactics, work on precise examples, i.e. lessons & units, that can be used in approaches to text and film analysis.

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

Communication in English Lessons

S. Mußmann Mon, 10:15 - 11:45, 115

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

Requirement: active participation & term paper (on a unit planned for high school)

Teaching Intercultural Communicative Competence in English Lessons

S. Schmeiser Tue, 4:15 - 5:45, 114

Schülerinnen und Schüler müssen in einer globalisierten Gesellschaft agieren können, in der sich, nicht zuletzt durch eine weltweite Vernetzung der Kommunikation, gesellschaftliche, politische, kulturelle und ökonomische Prozesse permanent verändern. In diesem Kontext kommt der englischen Sprache eine besondere Bedeutung zu. Moderner Englischunterricht geht damit weit über das bloße Erlernen von Sprache hinaus. So steht auch die im Bildungsplan 2016 genannte Bereitschaft und Fähigkeit zu sozial-kommunikativem und kooperativem Handeln im Vordergrund, wofür ein respektvolles Bewusstsein für andere Kulturen sowie die Fähigkeit, die eigene Kultur kritisch zu beleuchten, grundlegend sind. Übergeordnetes Ziel des modernen Fremdsprachenunterrichts ist daher also die Ausbildung einer interkulturellen kommunikativen Kompetenz. Doch was bedeutet dies für den alltäglichen Englischunterricht? Wie kann diese Kompetenz in den unterschiedlichen Jahrgangsstufen geschult werden? Welche Rolle kommt dabei anderen Kompetenzen zu, um sich in interkulturellen Kontexten sicher und angemessen zu bewegen? Neben fremdsprachendidaktischen Grundsätzen setzen sich die Kursteilnehmerinnen und Kursteilnehmer auch mit methodischen Vorgehensweisen im Hinblick auf die oben genannten Fragestellungen auseinander und übertragen diese dann auf neue Themenbereiche des Unterrichts.

Achung: die erste Sitzung findet am 24.4.2018 (also in der zweiten Vorlesungswoche) statt.

9. Sprachpraxis

9.1 Pronunciation Practice BE

On the basis of theoretical phonetic and phonological knowledge, in this course students will learn how to further approach one of the two major standards of English pronunciation. The course will cover the phonemic as well as the suprasegmental and phonotactic levels. Special attention will be paid to typical L1 interference patterns such as an overuse of glottal onsets or the absence of pre-lenis lengthening. It is recommended that this course should be taken in the same semester as the phonetics lecture (Introduction to Phonetics and English Phonology) – alternatively, in the semester after the lecture. The credit that you receive for passing this class equals the so-called "Aussprachetest". You need 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 first week of the semester).

M. Kucher	Fri, 10:15 - 11:00, 112
M. Kucher	Fri, 11:15 - 12:00, 112
M. Kucher	Fri, 12:15 - 1:00, 112

9.2 Pronunciation Practice AE

On the basis of theoretical phonetic and phonological knowledge, in this course students will learn how to further approach one of the two major standards of English pronunciation. The course will cover the phonemic as well as the suprasegmental and phonotactic levels. Special attention will be paid to typical L1 interference patterns such as an overuse of glottal onsets or the absence of pre-lenis lengthening. It is recommended that this course should be taken in the same semester as the phonetics lecture (Introduction to Phonetics and English Phonology) – alternatively, in the semester after the lecture. The credit that you receive for passing this class equals the so-called "Aussprachetest". You need 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 first week of the semester).

L. Reynolds	Friday, May 4, 11, 18 and July 20 and 27 from 2:15 to 4:00, Room 122, Raum: AS 122
L. Reynolds	Friday, May 4, 11, 18 and July 20 and 27 from 4:15 to 6:00, Room 122, Raum: AS 122

9.3 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. Henn	Mon, 2:15 - 3:45, 122
D. O'Brien	Tue, 11:15 - 12:45, 116
K. Henn	Tue, 4:15 - 5:45, 116
K. Pfister	Thu, 9:15 - 10:45, 115
K. Pfister	Thu, 11:15 - 12:45, 114

9.4 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. Burlingame-Goff	Wed, 9:15 - 10:45, 122
C. Burlingame-Goff	Wed, 11:15 - 12:45, 122

9.5 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!

B. Gaston	Mon, 9:15 - 10:45, 108
B. Gaston	Mon, 11:15 - 12:45, 108
K. Henn	Mon, 4:15 - 5:45, 122
D. O'Brien	Tue, 9:15 - 10:45, 116
K. Henn	Thu, 11:15 - 12:45, 116
K. Henn	Thu, 2:30 - 4:00, 116
D. O'Brien	Fri, 11:15 - 12:45, 122

9.6 Essential Skills for Writing for Repeat Students

Dr. S. Föhr Wed, 9:15 - 10:45, 114

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

The class is structured as a series of workshops on various aspects of paragraphing, such as finding a good topic sentence, structuring information logically and making connections between ideas explicit. We will spend a substantial amount of each class period going over your homework and doing exercises, so it is important that you come to class prepared. None of the assignments you submit for class will be graded; your grade for the course is the grade you receive on the final exam.

Please note: it is highly recommended that you attend a regular section of Essential Skills for Writing in addition to this course. Although the skills required for error correction and detection, non-finite clauses and relative clauses are nessarily also those required for paragraph writing, we will not focus on practicing those sections of the exam.

9.7 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	Tue, 9:15 - 10:45, 115
K. Pfister	Tue, 11:15 - 12:45, 114
K. Henn	Tue, 2:15 - 3:45, 116
B. Gaston	Thu, 2:15 - 3:45, 112
D. O'Brien	Fri, 9:15 - 10:45, 122

9.8 Structure and Idiom for Repeat Students

B. Gaston Tue, 2:15 - 3:45, 112

Only students who have failed Structure & Idiom in a previous semester may register for this course. Students in the Repeat Course will be asked to approach the learning materials in a more self-reliant way. They will be made responsible for explaining assigned grammar topics to their classmates and formulating questions to practise these. Class work will also consist of error detection & correction exercises using longer, more idiomatic texts than those typically set in the exam.

9.9 English in Use

KISS: Professional Presentation of Research

K. Gunkel Sat 21.4., 28.4., 12.5., 16.6., 9:15 – 5:15, 108

KISS (Keep It Short and Simple) aims at developing your confidence and clearity when delivering presentations in English for the university setting. You will learn phrases typically used to get started, to make transitions, to refer to slides, and to end your presentation effectively. You will also learn how to apply powerful presentation techniques for emphasizing your point, such as Aristotle's Rules of Three, for being more effective with less information on the slides, and for keeping your audience engaged.

Requirements: PowerPoint/Keynote.
Assessment: two 5-minute presentations; and one 15-minute end-of-term presentation.

Vocabulary and Idiom

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

The aim of this course is to help you expand 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 selected topic areas each week by means of exercises and newspaper articles (for example *politics*, *personal finance*, *books*, *the media*, *education*, *health*, and *sport* to mention just a few). 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: A good English dictionary will be essential for class work. I recommend any of the following:

- Collins Cobuild Advanced Learner's English Dictionary. (8th edition) 2014.
- Longman Dictionary of Contemporary English for Advanced Learners. (6th edition) 2014.
- Oxford Advanced Learner's Dictionary of English. (9th edition) 2015.

Successful Communication Across Cultures

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

English is the world's lingua franca, and proficiency in the language makes it easy to believe that the messages we share in a global context are clearly understood – a belief which can be deceiving. Successful communication depends on more than language alone; we risk misunderstandings, puzzlement and dissonant emotions unless we also take cultural differences into account. This course, then, offers an introduction to the basic issues which impact communication across cultures.

Drawing on material from a variety of languages and cultures, we will explain and exemplify linguistic aspects of communication across cultures, including pragmatics, discourse analysis, politeness studies and cross-cultural communication.

By the end of this course, students will understand how their own socio-cultural expectations of language shape their interpretation of meaning in various ways. Students will be able to apply linguistic principles to transcultural communication in business and global contexts.

Assessment: one 10-minute presentation on a topic to be selected within the first two weeks of class. Participants are expected to bring their own laptop or tablet computer to do in-class online research.

9.10 Academic Essay Writing

Advanced Writing

K. Schoeberl Wed, 11:15 - 12:45, 115

This course offers students an opportunity to practice and refine writing skills through drafting and revising a series of short papers. Papers are written in response to a variety of fiction and non-fiction texts, and shared in hardcopy as drafts during "workshop" sessions. Full and regular participation in this peer review process is required, as is punctual submission of each draft. Relevant readings from the field of rhetoric and composition will be given throughout the semester. Course content and the structure of class sessions have been created with future teachers in mind. The final assessment for the course includes an in-class essay test and submission of a complete course portfolio.

Academic Essay Writing

In this writing-intensive course, we will explore a variety of ways to develop a coherent and persuasive argument in writing. Topics include strategies for

approaching different kinds of writing assignments, tools for structuring your papers, and proofreading and editing tips to help you polish your work. The class is structured as a series of workshops on different aspects of the writing process, with assignments that allow you to develop some of the building blocks of academic papers: description, analysis, persuasion and comparison. In most class sessions, we will be working with the materials you prepare for homework. For this reason, it is essential that you bring hard copies of your homework to class every week. At the end of term, you will be asked to submit a portfolio of all your written work for the class, including drafts, graded essays and revisions; your grade on this portfolio will be your final grade for the course.

Dr. S. Föhr	Thu, 9:15 - 10:45, 108
Dr. S. Föhr	Thu, 11:15 - 12:45, 108

9.11 Exposition and Argumentation

Formality and Concision

K. Henn	Tue, 11:15 - 12:45, 115

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).

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 BA25% students.

How to Design and Present Your Research Posters

K. Gunkel Thu, 9:15 - 10:45, 110

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

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

In addition, the intention of this course is to enable students to understand and produce expository and argumentative texts, that is to say, texts that describe, explain, argue and persuade. To distinguish this course from *Text Types: 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.

9.12 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 Burlingame-Goff) 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 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. Burlingame-Goff/Gaston Tue, 9:15 - 10:45, 122

C. Burlingame-Goff/Gaston Tue, 11:15 - 12:45, 122

Theatrical Reviews

C. Burlingame-Goff Tue, 2:15 - 3:45, 122

The general aim of the Text Types courses is to train students to analyze and produce a variety of English texts, developing an understanding of the ways in which meaning is constructed and stylistic effect achieved. The specific intention of the Description and Narration course is to enable students to understand and produce descriptive and narrative texts. We will start with description, focusing on actors, costumes and sets. We will then move on to narration, which uses description as one of many elements to tell a story or narrate an event or series of events. In order to illuminate these principles, we will be attending and writing a review on an English-language production.

N.B. This course is not open to BA 25% students. GymPo and 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.

9.13 Advanced English in Use

Fables, Fairy Tales and Ballads

Description see page 56.

C. Burlingame-Goff/Gaston Tue, 9:15 - 10:45, 122
C. Burlingame-Goff/Gaston Tue, 11:15 - 12:45, 122

Theatrical Reviews

C. Burlingame-Goff Tue, 2:15 - 3:45, 122

Description see page 57.

The Language of Newspapers

B. Gaston Thu, 4:15 - 5:45, 112

In this course we will be investigating, analysing and reproducing the various styles of English found in the whole range of British newspapers, from tabloids to broadsheets.

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

10. Ethisch-Philosophisches Grundstudium

10.1 Ethisch-Philosophisches Grundstudium II

Britsh Modernism

Dr. H. Grundmann Fri, 11:15 - 12:45, 114

Description see page 26.

Building the Company: The Economic Self in Contemporary American Literature

Dr. M. Drescher Sat, 9:15 - 5:45, 108

Description see page 35.

Reading and Teaching Life-Writing in Literature and Other Media

Priv.-Doz. Dr. J. Rupp Tue, 2:15 - 3:45, 113

Description see page 28.

Race, Racism, and Contemporary American Literature

Dr. P. Löffler Tue, 4:15 - 5:45, 122

Description see page 28.

The Settlement of North American in Literature and Key Cultural Documents

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

Description see page 36.

A Cultural History of Disability in the US

Dr. S. Föhr Tue, 11:15 - 12:45, 112

Description see page 37.

11. Sonstiges

Tutorial SPDE / Linguistic Analysis

Dr. M. Isermann Fri, 11:00 - 12:30, 108

The tutorial is recommended for participants in the Colloquium SPDE / the Advanced Seminar Linguistic Analysis, but can also be taken independently for credit in the Wahlmodul. The aim is for students to acquire skills in basic linguistic analyses and to develop strategies and routines that help them cope with linguistic problems of all sorts.

Film and Society - American Cinema of the 80s

Wed, 6:00 - 8:00

This course provides a general overview of the most influential American movies of the 80s. A time of crisis and innovation in the United States, the 80s gave birth to a large number of films, some of which went on to become genre defining works that still influence cinema today. This course will discuss key concepts of film analysis and the notion that art reflects and comments on society. Amongst others, the works of John Carpenter, Ridley Scott and John Hughes will be dealt with.

Creative Writing

P. Bews Thu, 6:15 - 7:45, 122

This course is simply for all those - from any semester - who enjoy writing, are willing to read to others and are keen to give criticism of the writing of others and to accept criticism of their own writing.

A by-product: through the use of a thesaurus and dictionaries, and regular practice, your English should also improve!

It is meant to be enjoyable and almost never finishes at 7.45!

Language Reading Group

M. Schiffmann Fri, 11:15 – 12:45, 113

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

language as a cognitive, social, political phenomenon. We focus on questions like

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

And many other linguistic questions that participants may freely bring up!

12. Lektürekurs

Hot Off the Press

Prof. Dr. D. Schloss/Jakubzik Wed, 4:15 - 5:45, 113

What's new in the cultural sphere of the US? In this class we will sample new books, films, tv-series, music etc. in order to find out what stirs the American minds and hearts at the present moment. While there will be a focus on new publications in literature and the arts, new contributions in the fields of politics, history, religion, and popular science writing will also be assessed. In order to keep the workload manageable, we will read most of the works in excerpts, while students who have familiarized themselves with the entire work will guide us through the discussion. The course is open to students of all semesters. Advanced BA and MA students can obtain credit points ("Independent Studies").

13. Preview: Course Catalogue Winter 2018/19

Sprachwissenschaft

VL historische Sprachwissenschaft: Approaches to Grammar	Busse, Isermann

Literatur- und Kulturwissenschaft

Introduction to the Study of Fiction: The 19th Century (PS I)	Heil
The Poetic in Gothic Literature (PS II)	Elstermann
American Postmodernism (PS II)	Jakubzik
African American Literature (PS II/HS)	Loimeier
Literaturvorlesung: British Culture from the Sixteenth to the Nineteenth Century (Mittwoch, 11-13.00) **Kulturvorlesung:** Overview of Key Concepts for the Study of Culture (Dienstag, 9-11.00) **Hauptseminar:** Contemporary British Novels and the Dissemination of Values (Dienstag, 11-13) **Oberseminar** (Dienstag, 14-16)	Nünning