

KOMMENTIERTE ANKÜNDIGUNGEN ANGLISTIK

Anglistisches Seminar

Sommersemester 2021



Ruprecht-Karls-Universität Heidelberg
Anglistisches Seminar
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1 Introduction

This Course Catalog contains information about lectures, seminars, language courses etc. offered at the English Department, Ruprecht-Karls-Universität Heidelberg, Germany, in the summer term 2021, including registration procedures and the preparation that is expected of students before the beginning of the term.

Please note that the information on lectures on [LSF](#) may be dated. The most recent information regarding courses at the English Department can always be found on our [homepage](#) and under [Aktuelles](#).

General Information

You can find contact details for all your lecturers under [Personen on the department's website](#). Answers to most general questions can be found in the [Studienführer](#), which should be your first stop. For newly enrolled students, we have gathered all the basic information for your initial orientation [on a separate page](#).

Please read our guidelines for email communication at the English Department below, before you contact your lecturers or advisors.

Key Dates and Deadlines

Lecture Period	Apr 13, 2021—Jul. 24, 2021
Refreshers' Day	Mar 3, 2021, probably online. See <i>Aktuelles</i> for details.
Freshers' Day (BA and MA students)	Apr 7, 2021, probably online. See <i>Aktuelles</i> for details.
Information meeting for students of the new M.Ed.	Apr 12, 11:00-12.30, online. See <i>Aktuelles</i> for details.
HSE compact introductory days for new students in the Master of Education (M.Ed.)	tba.
Holidays	May 13, May 24, June 3
Project Week	May 31—June 5
Obligatory online registration period: all courses with online registration	March 1—March 11, 2021
Schedule adjustment period for Proseminar I & II	March 15—March 23, 2021
Schedule adjustment period for all other courses with online registration	March 15—April 8, 2021
Obligatory online registration period for newly enrolled and repeat students	March 29—April 8, 2021
Schedule adjustment period for Pronunciation Practice, Tutorials and "Tense and Aspect"	April 13—April 16, 2021

Registration

There are two different ways to register for courses:

1. In person (via email or during office hours)
2. Online ("Kurswahl")

Personal Registration

In-person registration is common for Proseminare III, Hauptseminare and Oberseminare, Kolloquien and all other courses that prescribe in-person registration in their descriptions. As soon as the Course Catalog is published, you can register either during professors' office hours (which are published on the department's homepage) or via email. The preferred method of registration will be indicated in the individual course descriptions, which you can find in the following pages.

Online Registration ("Kurswahl")

You must register online (via [SignUp](#)) for all language courses, tutorials for introductory lectures, Proseminar I & II, and didactics courses during the registration period (see above for key dates and deadlines and exceptions). 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.

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

The obligatory registration period for courses with online registration takes place towards the end of the preceding lecture period. This generally means the first week of February for classes in the following summer, and late July/early August for classes in the next winter term. The early timing of this helps students plan their schedules and avoid conflicts between classes across different subjects. After the initial course assignment, students can cancel their registration to a course and/or switch to a different course during the schedule adjustment period. **Please note:** The schedule adjustment period for Proseminare is shorter than that for other courses to allow for the time required for you to complete the preparatory reading.

Students who enrol after the initial registration period has ended choose their courses during a later period (March 29—April 8). The same registration period applies for repeat classes for students who have failed a course.

Online registration process:

Every student at the English Department automatically gets a *SignUp*-account approximately two weeks after enrolment. To **log in**, use your UniID and password. Please make sure that you are using an up-to-date browser (Firefox is recommended) on a laptop or desktop computer.

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 slot below and continue until all slots in the right column are full. When the green message appears, your choices have been automatically saved. If you are new to the process, it might 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 Dr. Jakubzik during his office hours (see *Personen on the department's website*), or click on “Kontakt” on the login page and send an email with a description of your problem.

During the schedule adjustment periods you can 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.

Notes on Corona-Related Issues

The classes listed in this edition of the course catalog will be taught in accordance with ongoing restrictions in the interest of public health. Please note that participation in online classes necessitates a laptop or desktop computer as well as an internet connection. If this puts you at a disadvantage regarding your ability to continue your studies, please contact Dr. Jakubzik for advice on your options.

Symbols:

 = course takes place only if it can be taught face to face.

 = course takes place only if face to face teaching is not possible.

Email Communication at the English Department

Email is a very useful and quick means of communication. However, lecturers at the English Department receive a great number of emails every day. To avoid frustration for both sender and recipient, we suggest some rules and guidelines for our students to follow.

1. Before writing an email, make sure you consult publicly accessible information relating to your query. In particular, we expect you to have consulted the websites of the University and the English Department, including *Aktuelles*, *Personen* and the *Studienführer*. If your query is related to matters of Studienberatung and the sources mentioned above did not provide the required information, please send an email to studium@as.uni-heidelberg.de first.
2. Send your question to only one advisor at a time. Do not email two or more people simultaneously; all this does is multiply the workload.
3. Try to avoid unnecessary mail whenever possible, for example asking whether a lecturer is available during office hours, when these take place, or what room that lecturer's office is in. Some lecturers want you to sign up for their office hours via email or SignUp, others don't—check *Personen* for individual preferences.
4. If you've missed a class and would like to know what you've missed, ask one of your fellow students before contacting your instructor. Do not ask your instructor to email you course materials: these should be picked up during office hours.
5. Make proper use of the subject line by stating clearly the reason for your email. Do not use subjects like “I have a question...”, “urgent request—immediate response needed” or “Are you responsible for x.”
6. Try to be clear and concise. If your question is very elaborate or multifaceted, it makes more sense to meet up with the lecturer/advisor personally during their office hours.
7. Only ask for appointments outside office hours in cases of emergency.
8. General rules of politeness apply:
 - Use an appropriate form of address. In English, you usually can't go wrong with “Dear Prof./Dr./Ms./Mr.” In German, use “Sehr geehrte/r ...” for more formal communication or if you are unsure, and “Liebe/r ...” otherwise.

- When you are sending an attachment (e.g. to submit homework or a term paper), include at least a short message in the body text—don't send an empty email. A brief note such as "Please find attached . . ." is sufficient and much more polite than nothing at all.
 - Don't expect constant availability or immediate responses. Different people work on different schedules, but you generally cannot assume that lecturers will check their inbox in the evening or on weekends. Plan accordingly and send your email ahead of time, especially for time-sensitive issues (e.g. for questions regarding presentations or when requesting a reference letter).
9. For reasons of data privacy it is preferable for you to use your University email address (ending in @stud.uni-heidelberg.de). In contrast to allegedly "free" services like gmx, gmail, or t-online, your conversations will not be used for commercial profiling this way.

Übergreifende Kompetenzen & Fachdidaktik

Übergreifende Kompetenzen/Fachdidaktik in the BA

All BA students need to accumulate credit points in *Übergreifende Kompetenzen* (ÜK). Please see the document on *Übergreifende Kompetenzen* in the [download section on the English department's website](#) for more detailed information.

If you are not planning to apply for the Master of Education study programme, credit points for university courses that are unrelated to either of your BA subjects will usually be recognized as ÜK. Students intending to pursue an M.Ed. 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).

Freshers' Day (Orientation for New BA Students)

This day-long orientation program (April 7, 2021, 10 am to 6 pm) organized by members of staff and the student council of the English department 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 benefit from 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 have been announced.

If the restrictions due to the current pandemic do not allow for an actual meeting, virtual groups will be organized.

Orientation for New MA Students

New students in the English Studies MA program meet at 2 pm on April 7, 2021, for their own orientation session.

If the restrictions due to the current pandemic do not allow for an actual meeting, a virtual meeting will be organized; please check [Aktuelles](#) for up-to-date information.

Orientation for New Master of Education Students

April 12, 11:00-12.30, room 108: Orientation for new Master of Education students, organized by the department of English Studies

This orientation is designed to help new students organize the part of their program that involves the English department. Both "Fachstudienberater" will be present and ready for your questions.

Please check [our homepage](#) for changes and current information.

If the restrictions due to the current pandemic do not allow for an actual meeting, a virtual replacement will be organized.

Final editing: Jakubzik; editorial deadline: February 7, 2021.

Updates since editorial deadline

- PS II Literaturwissenschaft, "Narratives of Fear" (addition)
- Pronunciation Practice American English (dates added)
- VL Literaturwissenschaft (addition)

2 Vorlesungen

Vorlesung historische Sprachwissenschaft

Language Contact in the History of English

Dr. Landmann: Mon, 11.30-13.00, N.N.

More than any other European language English has been influenced by its linguistic contacts with foreign languages such as Celtic, Latin, French, Scandinavian and even German. This lecture will give an overview of the outcomes of the various foreign influences on English on the lexical, morphological, phonological, semantic and syntactic levels. A historical perspective will be assumed to give a rounded picture of the different language contact scenarios and the relevant socio-cultural background over the centuries, i.e. from Old English until the present day. We will also look at the formation of new varieties of English and the rise of pidgin and creoles due to language contact. In addition, an overview will be given of the wide range of electronic dictionaries and corpora which can be used in language contact research, such as the *Oxford English Dictionary Online* and the *Corpus of Historical American English*. Students will explore how these sources can be fruitfully used for many types of investigations to gain insights into language contact phenomena.

Texts: Kastovsky, D. & Mettinger, A. (eds.) (2003). *Language Contact in the History of English*. Frankfurt: Lang.

Topics in Language Change

Dr. habil. Reber: Mon, 18.15-19.45, 110

Language changes all the time. In this lecture course, we will be concerned with the origins, processes, and principles of language change and gain an overview of how English has changed with respect to its phonology, morphosyntax, lexis, semantics and pragmatics during its early and more recent history. In addition to diachronic approaches, synchronic perspectives will be discussed.

All thematic blocks of instruction will be followed by exam-style questions and hands-on exercise to reinforce the lecture materials as well as be complemented by optional course readings.

Texts: Readings will be provided on Moodle.

Vorlesung moderne Sprachwissenschaft

Recent Issues in Conceptual Metaphor Theory and Some Practical Guidance

Prof. Dr. Kövecses: V + Übung;

Blockveranstaltung im März (Details: s. Text), Raum: HeiConf

The workshop investigates a number of theoretical issues in conceptual metaphor theory (CMT) (see Lakoff and Johnson, 1980; Kövecses, 2002/2010). We focus on issues that are currently extensively debated in the CMT literature. We start out from a brief survey of CMT, then discuss such problems areas of the theory as the relationship between metaphor and metonymy, the nature and significance of deliberate metaphor, the hot topic of what the best methodology in the study of metaphor is, and what metaphorical creativity involves. Finally, to open up the future of CMT, we turn to the distant past and examine the role metaphor may have played in the evolution of *homo sapiens*. With the exception of the last topic, the discussion of the issues will be accompanied by working on practical exercises individually or in groups.

- Conceptual Metaphor
- Metaphor Networks
- Metaphor and Metonymy
- The “BUILDING” Source Domain
- Deliberate Metaphor
- Methodology
- Where do Metaphors come from?
- Creativity: Schematicity and Context
- Metaphor and the Real World
- Mixing Metaphors
- The Role of Metaphor in the Emergence of Homo Sapiens

Dates:

Part I: Lecture component (HeiConf)

Wed. 3. March: 10:00—13:00

Thur. 4. March: 10:00—13:00

Fri. 5. March: 10:00—13:00

Part II & III: Exercises & Workshop component (HeiConf)

Wed. 10. March: 11:00—14:00 & 15:00—17:00

Thur. 11. March: 11:00—14:00 & 15:00—18:00

The course will take place online (HeiConf) and a Schein can be obtained for a “Vorlesung moderne Sprachwissenschaft”. Please register via anmeldung.kleinke@as.uni-heidelberg.de for this course.

Topics in Language Change

Dr. habil. Reber: Mon, 18.15-19.45, 110

This course is also listed as "Vorlesung historische Sprachwissenschaft." Its description can be found on page 10.

Vorlesung Literaturwissenschaft**Popular US-American Poetry: From the Puritans to the Present**

PD Dr. Peterfy: Tue, 14.15-15.45, online

This lecture series will introduce you to a number of once popular American poems, together with their authors, and to the historical circumstances of their creation and reception. For a long time, our perception of American poetry has been dominated by the achievements of excellent, but often not widely read 'elite' poets. Recently, however, literary critics and historians have been re-examining the place and value of American popular poetry in literary history. In the lecture series we will thus examine not just the poems themselves, but also the changing conceptual and theoretical frameworks that have been applied to them. We will start with the Puritans, who have the reputation for opposing anything that might be suspected of being "fun." But as we will see, even Puritans enjoyed poetry—it just had to be the right kind. Michael Wigglesworth's *The Day of Doom*, for example, excited its readers with its sensational evocation of Judgment Day in terms beyond religious contemplation.

Moving through the centuries, we will encounter poems and poets who connected with their large audiences in various ways. We will find that these poems can be seen as a running commentary on the cultural changes occurring in the country, and that they provided words and metaphors for the processes of cultural emancipation, functioning as powerful tools of national self-invention. We will explore the dynamic and evolving contemporary relationship of Americans to these poems (and their authors), as well as intermedial adaptations, parodies, and other creative transformations. We will end with the contemporary revival of popular poetry in new forms such as rap, hip-hop, and the musical.

Requirement: One response paper of about 600-800 words, in which you discuss three lectures under a common theme or in comparative perspective.

All reading materials (which are predominantly out of copyright) will be available on moodle.

Vorlesung Kulturwissenschaft

British Culture from the Sixteenth to the Nineteenth Century

Prof. Dr. Nünning: Wed, 9.00-10.30, Neue Uni

Why is Queen Elizabeth II on the Canadian \$20 note? And on all Australian coins? Why was Henry VIII so important, apart from the historical oddity of his six wives, two of which were executed? British culture is as fascinating as it is complex, and in order to make sense of it, it is necessary to know something about the way it came into being.

The aim of this lecture is to introduce you to important developments and central characteristics of British culture and ask which frameworks can be useful to contextualize important events and people. In this overview, we will proceed chronologically, and explore developments in a variety of fields ranging from social history to the history of mentalities. We will begin with the Tudors and try to understand this complex and contradictory period, which set the course for future developments. The six wives of Henry VIII do play an (albeit minor) role in this context, but brief biographies and stories about important figures and major events will mainly be used to exemplify larger developments. In a similar vein, the execution of Charles I, the founding of the Commonwealth and the establishment of a consumer culture as well as the Industrial Revolution will be explored in order to illuminate key aspects of British culture throughout the centuries. Needless to say, major developments in British literature will be mentioned, too, though it remains up to you to explore this field in more depth.

3 Einführungsveranstaltungen

Phonetik

Introduction to Phonetics and English Phonology

Priv.-Doz. Dr. Mollin: Mon, 9.15-10.45, online

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. Both the lecture and the pronunciation practice classes require SignUp registration.

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, Inger M. Mees & Paul Carley. 2019. *Practical Phonetics and Phonology*. London/New York: Routledge.

Einführung Sprachwissenschaft

Introduction to English Linguistics

Prof. Dr. Kleinke: Wed, 11.15-12.45, N.N.

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

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

Die Teilnahme an den Begleittutorien wird dringend empfohlen. Zu Redaktionsschluss dieses Dokuments ist noch nicht klar, ob die Tutorien in Präsenz oder virtuell stattfinden. Wir werden Sie dazu auf der Internetseite des Instituts unter *Aktuelles* informieren. Bitte melden Sie sich zur Vorlesung sowie zu den Tutorien über SignUp an. Nachträgliche Anmeldungen zu den Tutorien sind noch möglich, wir werden Sie dazu in den ersten Sitzungen der Vorlesung informieren.

Hinweis für Spätereinschreiber: Sollten Sie sich nicht mehr über SignUp anmelden können, wenden Sie sich bitte direkt an: anmeldung.kleinke@as.uni-heidelberg.de.

Einführung Literaturwissenschaft

Introduction to Literary Studies

Prof. Dr. Nünning: Mon, 11.15-12.45, online

This course will introduce the main concepts and categories that you can use in order to interpret literary texts. We will begin with the question of “what is literature?” and continue with the introduction of the main critical tools relevant to the analysis and interpretation of poetry, drama and prose fiction. In addition, you will learn some basics about different approaches to the study of literature and literary history. This class will conclude with a written exam.

Course requirements:

The lecture will comprise a mix of studying on your own (reading particular chapters, working with power point slides, answering questions) and online seminar discussions, conducted via heiCONF, every three weeks.

We will also try to offer tutorials in which you will be able to discuss what you have learned with others under the guidance of more experienced students, who will also show you around the important libraries and acquaint you with basic research tools.

Registration for these tutorials will be possible online before the start of the semester — times will be posted on the department’s homepage: <http://www.as.uni-heidelberg.de/aktuelles.php>

Texts:

The basic text for this course is Vera and Ansgar Nünning’s *An Introduction to the Study of English and American Literature* (Klett), which provides basic categories for the interpretation of literary texts.

In order to demonstrate how one can apply these categories in order to arrive at a better understanding of literary works, we will interpret a few poems, Oscar Wilde’s play *An Ideal Husband* (1895) and Nick Hornby’s novel *Juliet, Naked* (2009)

4 Proseminare

Proseminar I Sprachwissenschaft

Language Myths

Dr. Monika Pleyer: Tue, 14.15-15.45, 113

In everyday interactions, we often hear speakers express thoughts about language and how it is used which, upon closer scrutiny, turn out to either not be true, or at least not fully so.

In this course, we will critically examine a broad range of commonly held beliefs about language and how it works, and about the people who use language. Among other things, we will investigate questions on the relation of language and gender, such as whether women really talk more than men. We will also look into questions on the nature of im/politeness, such as whether slurs in children's books should be retained, or whether they are harmful to readers.

Students will read a series of short articles from linguistics and other disciplines in order to understand what language myths are, and why they exist, and we will get to know scientific and common-sense tools in our process of "myth-busting." Upon successful completion of the course, students will be able to:

- identify common language myths and evaluate the role they play in society and across time
- critically reflect on and assess common beliefs about language
- begin to understand the principles of academic and scientific inquiry
- assess the connections between language and social phenomena
- read and evaluate media and media content from an ethical perspective
- identify various approaches to language study, ranging from the traditional to the qualitative and quantitative approaches characteristic of the humanities and social sciences.

A portion of our class time will be dedicated to developing a project in which students empirically test a language myth of their choice. In-class participation based on the required reading for each session is essential. A reader with these texts will be made available at the beginning of the semester.

Texts: A reader with all relevant texts will be made available at the beginning of the semester.

Cognitive Linguistics

Dr. Michael Pleyer: Mon, 14.15-15.45, 116

Cognitive linguistics is an approach to language that treats language as a cognitive phenomenon. This means that cognitive linguistics is interested in what happens in our minds when we talk to each other. In other words, in this approach language is just the tip of a cognitive iceberg and cognitive linguists try to find out what lies below the surface. To investigate this question, they study the relationship of language and other cognitive abilities such as categorization, perspective-taking and metaphor. They are also interested in the relationship of language, meaning, and language use.

In this course we will take a closer look at important concepts in cognitive linguistics, such as prototypes, conceptual metaphors, metonymy, conceptual blending, and frames, among others. We will also learn more about specific cognitive-linguistic approaches, such as construction grammar, cognitive grammar and usage-based approaches. In doing so, we will also become familiar with the methods used by cognitive linguistics to investigate language and its relation to cognition. Lastly, we will also ask what cognitive linguistics can tell us about questions such as how do children acquire language and whether language influences the way we think.

Texts: The readings for this course will be made available in due time.

English Word Formation

Dr. Landmann: Mon, 9.15-10.45, 108

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

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

Introduction to English Grammar

Dr. habil. Reber: Tue, 14.15-15.45, 114

According to the CGEL (*A Comprehensive Grammar of the English Language*), the study of grammar is largely concerned with the analysis of sentence structure and inflectional morphology. In this course, we will study the inflectional system of Modern English and examine the formal and functional ways of how words may be organised into phrases, clauses and sentences. Furthermore, the course explores alternative approaches to the CGEL model, e.g., valency grammar and construction grammar.

Texts: Greenbaum, Sidney & Nelson, Gerald (2016). *An Introduction to English Grammar*. 4th ed. Harlow: Longman.

All course readings will be made available on Moodle.

Understanding Semantics and Pragmatics

Dr. Schiffmann: Thu, 15.15-16.45, 112

How we interpret a sentence or text paragraph can have important consequences. An illustration of this is the quarrel the owners of the Twin Towers in New York that were brought down on 9/11 had with their insurance company. Was the destruction of the two towers one event, in which case the insurers owed the owners \$ 2,7 billion, or was it two, in which case they owed double that sum? Another reason to stop saying things like: "Oh. This is mere semantics."

There is in fact even more to linguistic meaning than just "mere semantics." Few people would doubt what "I shot the elephant in my pajamas" means, even though it has actually two potential meanings, not just one. Here we are already at the interface between semantics and pragmatics, or meaning beyond the literal. If I say " 'So far everything went well,' said the man as he passed the windows of the 3rd floor of the Empire State Building," what I *mean* to say goes far beyond men, floors, windows and buildings, even though I'm using these to get my meaning across.

This seminar will treat both semantics, literal meaning, and pragmatics, "the meaning beyond," in a thorough and detailed fashion. The marvelous complexity of the miracle that we call language does not just rest in phonetics, phonology, morphology, and syntax; there is a surprising number of exciting things to learn in semantics and pragmatics as well.

Texts: Core reading will be selected parts of both Thomas Ede Zimmermann & Wolfgang Sternefeld, *Introduction to Semantics. An Essential Guide to the Composition of Meaning*, Berlin 2013, and Diane Blakemore, *Understanding Utterances. An Introduction to Pragmatics*, Oxford 1997. These books and other material will be made available to participants of the seminar in an appropriate form.

Varieties of English

Dr. Monika Pleyer: Wed, 14.15-15.45, 116

When talking about the English language, students often only think about the two most well-known varieties, British English and American English. But there is more to English than that. In this course, we will get to know the different Englishes spoken worldwide, learn to classify them, understand their similarities and differences and where they come from, and see how they have historically grown.

The first part of the course is concerned with the Englishes in the British Isles, where we will investigate varieties such as Irish English, Scottish English, and different dialects in England, using examples from film and music to understand their characteristics.

In the second part, we will look at Englishes in settlement colonies such as the USA, Canada, or Australia, as well as former colonies of the British Empire, such as India. We will not only be focusing on regional and social varieties, but also tackling issues such as language and identity, or language and discrimination.

In the third part of our course, we will investigate social issues that influence the different Englishes spoken, such as the speaker's gender, ethnicity, or pragmatic preferences. We will be using examples from contemporary media to further our understandings of how these speaker characteristics can affect one's English.

Students will give one oral presentation and submit a term paper on a topic of their choice. In-class participation based on the required reading for each session is essential.

Texts: A reader with the essential reading texts will be made available.

Proseminar II historische Sprachwissenschaft

Chaucer's Language and Versification: An Introduction to Middle English

Mohr: Wed, 14.15-15.45, 115

Based on a thoroughly philological approach, this course provides an introduction to Middle English as attested in the works of Geoffrey Chaucer with a view to understanding and appreciating texts from one of the most significant and most frequently anthologized literary figures of late mediaeval England.

We will be concerned with the main developments in phonology, morphology, lexis, semantics, syntax and pragmatics between Middle English and the Early Modern and indeed the Modern English periods, not only in Standard English but also in regional and social nonstandard varieties of the language.

The first part of the course serves to present the chief methods used in reconstructing the pronunciation of earlier stages of the language. By continually applying these methods, students will gain insight into the development of vowel and consonant segments and investigate the stress pattern of polysyllabic words in order to become aware of how Chaucer made use of the variation that existed in his time to build his verses. Numerous individual features in present-day varieties of English, especially in conservative regional ones, will be found to represent elements that were universal in Middle English. Finally, general characteristics of Modern English such as the existence of partial synonyms at different stylistic levels and the dissociative nature of the lexicon as well as aspects of the inflectional system will be shown to result from lexical borrowing and sound change, respectively.

Texts: Students signed up for the course will be informed about the course teacher's workbook and related materials.

Introduction to the History of English

Priv.-Doz. Dr. Mollin: Mon, 11.15-12.45, 108

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. Mollin: Wed, 11.15-12.45, 108

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. Nesselhauf: Wed, 11.15-12.45, 112

In this Proseminar II, we are going to trace the development of English from its beginnings to Present Day English. Old English, Middle English, and (Early) Modern English will receive roughly the same amount of attention. We will cover both structural aspects (phonology, grammar, and lexis) of the language of the respective periods as well as the historical and socio-cultural background that contributed to shaping the language.

Particular emphasis will be put on mechanisms of language change—both general mechanisms of change and specific mechanisms that can explain linguistic contrasts between German and English

Introduction to Early Modern English

Dr. Isermann: Mon, 14.15-15.45, 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, transcription and exercises.

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

Proseminar II moderne Sprachwissenschaft

Empirical Approaches to Pragmatics

Dr. Bredvik: Tue, 11.00-13.00, N/A

How do speakers often communicate more than what is said? Does “Honey, it’s cold in here” refer only to the temperature in the room or is it a request for someone to close the window? Pragmatics is the study of the interface between language and context, how what someone “says” may or may not be what they “mean.” Pragmatics is the third of Charles Morris’ (1938) tripartite division of semiotics; it is the study of the interaction between linguistic forms and users of the forms. While pragmatics has very theoretical and philosophical beginnings, this class will take an empirical and functional approach to pragmatics, investigating how linguistic phenomena is used to index and infer meaning. Students should already have a basic understanding of the theoretical aspects of pragmatics and be prepared to work “hands on” with the empirical, applied aspects of pragmatics.

Texts: Archer, Dawn, Karin Aijmer and Anne Wichmann. *Pragmatics*. London: Routledge, 2012.

The Practice and Theory of Syntax

Dr. Schiffmann: Fri, 14.15-15.45, 108

It is often said that language is “for communication,” but if you think about it, there is no use in communicating if you have nothing to communicate. This is where the marvelous evolutionary development of syntax comes into play: Syntax allows us to think in the typical human way by putting concepts together to form larger items, which can then in turn be put together with other concepts or with items already formed. Syntax is thus very much about human thought. No syntax, no Socrates or Immanuel Kant.

In this seminar we will explore syntax from a beginner’s level right through to the horizons of current syntactic research. On the one hand, the seminar will be a solid introduction into the present state of affairs in Noam Chomsky’s research paradigm, generative grammar; on the other, we will do a lot of syntactic research ourselves, including, but not limited to, checking dialectal variations (in other words, actually occurring sentences and constructions), looking at languages other than English, and drawing and testing syntactic trees.

The seminar will be accompanied and guided by a series of video clips in which I try to explain what the issues are and why what we are doing at each step matters.

Texts: Core reading will be Olaf Koenenman & Hedde Zeijlstra. 2017. *Introducing Syntax*, Cambridge University Press. This book and other material will be made available to participants of the seminar in an appropriate form.

Proseminar I Literaturwissenschaft

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

Link: Wed, 9.15-10.45, 113

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)

Nathaniel Hawthorne, Selected Short Fiction

Dr. Hänßgen: Fri, 11.15-12.45, 114

Nathaniel Hawthorne (1804-1864) is one of the earlier American writers of short stories (then called *tales* or *sketches*). In this course, we will not only examine questions of genre and prose analysis in his texts, but also explore biographical and cultural backgrounds, especially the “great power of blackness” that Hawthorne’s portrayals of human psychology became famous for.

We will also be working with the sections in our edition: “The Author and His Work” and “Criticism”.

Please choose your favourite texts to be included in our syllabus. Students must have read the stories in advance.

Texts: Please purchase (and read the stories in) this edition: McIntosh, James (ed.). *Nathaniel Hawthorne's Tales: Authoritative Texts, Backgrounds, Criticism*. A Norton Critical Edition. 2nd ed. New York: Norton, 2013.

Introduction to the Novels of Jane Austen

Gillé: Tue, 11.15-12.45, 112

Jane Austen is an author many new students of English literature may have encountered already—they are likely to have read one of her books, watched one of the countless movie or TV adaptations of her works, or at least have a mental image of what an Austen novel is like. Interestingly, people often seem to associate these works with romance. This makes a lot of sense—after all, Jane Austen’s novels do tend to centre on the heroine’s romantic relationships and eventual marriage—but there is a lot more to Jane Austen than that! Her works, for instance, also give readers an insight into the lives and habits of the English gentry of the Regency era, which is why they are often classified as novels of manners.

In this course, we are going to read two of Jane Austen’s most famous novels, namely *Pride and Prejudice* (1813) and *Emma* (1815). We’re going to analyse different elements of these novels, e.g. the different narrative strategies that are employed, but the course will also shed some light on the historical and cultural context necessary to understand these works.

Finally, this proseminar aims to give you the tools you need to analyse and interpret narrative texts in general by building on the foundations of what you learned in the *Introduction to Literary Studies*.

Texts: Please purchase and read both novels (*Pride and Prejudice* and *Emma*) before the start of term.

Ernest Hemingway and the Art of the Short Story

Dr. Hertel: Thu, 11.15-12.45, 116

For most people the name Ernest Hemingway is inextricably connected to the notions of bullfighting, drinking, big-game hunting and manliness. If most of these concepts can indeed be found in some way or another in his broad range of fiction, there is — almost simultaneously as it seems — a much quieter note to be detected in his writing, too: one of emotional tension, of subtlety and sensitivity concerning the question of what it means to be human.

Intended as an advanced introduction to the analysis of fiction, this course will deal with the early short stories of Ernest Hemingway. We shall start with the semi-autobiographical stories of initiation, the so-called “Nick-Adams-Stories,” and carry on with some of his most popular stories of the 1930s. In a close reading of the texts the course will focus on the question of Hemingway’s favoured topics, the use of language and his revolutionary minimalistic prose style, the style of omission.

Texts: We will work with the following edition: E. Hemingway, *The First Forty-Nine Stories*, Random House: Arrow Books, or published by Simon & Schuster Inc.. Participants should have read all 49 stories by the beginning of the summer term.

Famous American Speeches

Priv.-Doz. Dr. Peterfy: Wed, 9.15-10.45, 112

In this seminar, we will examine some famous speeches in US-American history. In a republic, public discourse is essential for the organization of political life, and speeches and orations are thus significant parts of political rhetoric and cultural life. Speeches fulfill many functions: they suggest policies, decide elections, create political alliances, serve cultural memory, and so forth. In this seminar, we will examine the rhetorical strategies of individual speeches, and the historical contexts in which they appeared. The seminar will close with a written test (Klausur). Your detailed knowledge of the speeches, their rhetorical strategies, and the historical contexts of their first delivery will be essential for a successful completion of the seminar.

Requirements: Oral presentations by the participants will give a concise introduction into the historical context of the speeches, using original historical material for contextualization. All speeches to be discussed will be made available in a “Reader”, on sale in the Copy Corner (Merianstr.) as of the beginning of April.

Proseminar II Literaturwissenschaft

Subversive Narratives by and about 19th-century US-American Women

Priv.-Doz. Dr. Peterfy: Wed, 11.15-12.45, 116

The paradigm of gender relationships throughout the nineteenth century underwent a decisive change: from the generally accepted condition that men and women had their “separate spheres,” to the growing acceptance of women as independent equals to men—also in the public sphere. One of the paths of women to assert themselves was through writing poetry, novels, and journalism. We will discuss how female writers used their pen to subvert existing gender expectations and tried to develop new ways of conceptualizing gender relationships.

Please buy and read:

Fanny Fern, *Ruth Hall* (1855)

All other primary texts will be made available in a “Reader”, to be purchased at the Copy Corner, as of the beginning of April.

Requirements:

Regular attendance, written and/or oral participation (depending on the format of teaching), term paper.

Irish Drama of the late 19th/early 20th century: Yeats, Synge and O'Casey

Dr. Hertel: Wed, 14.15-15.45, 112

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

We will analyse these plays against the background of their historical, political, and cultural context. We will also look into how they were received by contemporary audiences, and discuss their potential significance for an Irish identity.

Texts: Students should have read the following texts by the beginning of the summer term: W.B. Yeats, *Countess Cathleen* (1892), *Cathleen ni Houlihan* (1902); J.M. Synge, *The Playboy of the Western World* (1907); S. O'Casey, *The Plough and the Stars* (1926).

All but *Countess Cathleen* are included in John P. Harrington, ed. *Modern Irish Drama*, Norton Critical Edition. The latter play will be made available by me before the start of term.

Decadence and Aestheticism

Dr. Grundmann: Tue, 16.15-17.45, 116

In England, the decadent movement of the 1890s was represented by authors such as Oscar Wilde, Walter Pater and Aubrey Beardsley, who were strongly influenced by French Symbolist writers such as Charles Baudelaire and Joris-Karl Huysmans. Apart from the analysis of decadence and dandyism in books such as Wilde's *Picture of Dorian Gray* or his drama *Salomé*, we shall examine aestheticism and eroticism in the work of the Pre-Raphaelite poets and painters such as Dante Gabriel Rossetti, Christina Rossetti and Algernon Charles Swinburne. The impact of the *l'art pour l'art* attitude will also be observed in the *Arts and Crafts Movement* (William Morris) as well as in pictures and caricatures by Max Beerbohm. Late Victorian “Gothic” writing shall be explored in Stevenson's doppelgänger story of “Dr Jekyll and Mr Hyde.”

Texts: Please purchase Oscar Wilde, *The Picture of Dorian Gray*. (Oxford World's Classics, 2008); *The Penguin Book of Victorian Verse*. ed. by Daniel Karlin (Penguin, 1998); Robert Louis Stevenson, *The Strange Case of Dr. Jekyll and Mr. Hyde: And Other Tales of Terror* (Penguin Classics, 2003). **All other texts will be provided.**

Twenty-First Century American Drama: Six Plays

Dr. Hänßgen: Wed, 11.15-12.45, 114

In this course, we will take a look at six American plays from the twenty-first century and their contexts:

- David Adjmi, *Stunning*
- Marcus Gardley, *The Road Weeps*, *The Well Runs Dry*
- Young Jean Lee, *Pullman*, *WA*
- Katori Hall, *Hurt Village*
- Christopher Shinn, *Dying City*
- Dan LeFranc, *The Big Meal*

The authors come from many different regions of the U.S. and beyond, from England and Korea. They are women and men, straight or gay, their backgrounds are Jewish, African-American and many more.

Sarah Benson writes in her introduction to the collection: "These plays, all produced within the last decade, range from the intimate to the epic, the personal to the national, and taken together explore a variety of cultural perspectives on life in America. The writers each have a distinct theatrical vision, harnessing the power of live drama to create transformative experiences on our stages through some of the most exhilarating, challenging and exuberant playwriting today. These passionate and inventive artists give voice to the concerns coursing through our culture. They are questioning our collective identity in response to the last decade of social, economic and political turmoil."

Texts: Please read the plays in advance, using the recommended edition: Benson, Sarah, ed. and introd. *The Methuen Drama Book of New American Plays*. London; New York: Bloomsbury Methuen Drama, 2013.

Dystopian Fiction

Elstermann: Mon, 11.15-12.45, 113

Dystopian fiction has a long tradition in Anglophone literature and still enjoys immense popularity today. Because of its tradition, this literary genre can give us insight into the atmosphere surrounding the conception of various dystopian societies and their development over time. In this course, we will discuss different visions of the future, look for common themes and different modes of oppression, and contextualise different dystopias in their respective socio-political climate.

Apart from studying which specific concerns may have inspired these dystopian outlooks, we will also analyse how those concerns are expressed within the story, and in what way they can be read and appreciated by a modern audience—including adaptations and literary successors. Taking a closer look at the proposed social constructs will allow us to examine who benefits, who suffers, and which ideals are promoted or suppressed. This process necessitates a willingness on your part to engage with literary, political, and general critical theory.

Texts: You are expected to have read the following four texts before the start of term: *Brave New World* (Aldous Huxley, 1932); *Nineteen Eighty-Four* (George Orwell, 1949); "Minority Report" (Philip K. Dick, 1956—the short story which can be found in a 1991 collection of the same name); *Neuromancer* (William Gibson, 1984)

Narratives of Fear, Fact and Fiction in Contemporary US Literature and Media from 9/11/2001-2021

Isaak: Thu, 14.15-15.45, 113online

This course will use a selection of literary texts to examine narratives of Fear, Fact and Fiction in America over the last two decades. Focusing on three major events that have evoked and reflected fear in the United States, we will consider how the boundaries between fact and fiction have become permeable. First, we will cover some foundations of narratology (Auerbach, Hamburger, Nuenning) to help understand how factual narratives borrow from fiction and how fiction both echoes and anticipates the factual. One factor that feeds this paradigm shift is the emotion of fear, which serves as a catalyst for escapism into different subjective realities and hence alternate narratives. September 11th, 2001, Trump's election and contentious presidency and the pandemic will be the focus of our debate on how terrorism, corruption and sickness are presented factually in both fiction and non-fiction.

We will read excerpts from Tom Clancy's prescient novel *Debt of Honor*, which predicted 9/11 and then study Don De Lillo's *Falling Man*. Salman Rushdie's *The Golden House* will help us to reflect on the Trump era and in discussing the pandemic we will turn to Edgar Allan Poe's "The Sphinx," Philip Roth's *Nemesis* as well as Emma Donoghue's *The Pull of the Stars*, a novel that was first published in 2020 about the Spanish Flu of 1918 which uncannily anticipates the current pandemic. Using these three key occurrences as case studies we will also look at select media coverage and examine how fact and fiction reflect each other, creating a new iteration of mimesis. Finally, we will consider the role of fear in evoking and impeding truth in narration.

Please acquire any version of the following course texts and familiarize yourself with them before the course:

- Don De Lillo's *Falling Man*
- Salman Rushdie's *The Golden House*
- Philip Roth's *Nemesis*

Selections of news articles as well as other short theoretical and fictional texts will be provided.

Proseminar I Kulturwissenschaft

Introduction to Gender and Queer Studies

Assmann: Tue, 9.15-10.45, 113

“I can’t believe we still have to protest this shit”—this slogan became a viral meme after demonstrations for women’s rights in Europe and the US in 2016 and 2017 and continues to show in feminist and antiracist protests. While many key issues of the feminist movement are still under debate in many states and there is still a long way to go for equal rights and opportunities, Gender Studies have, over the last decades, become well-established in the academy—whether in the form of a transdisciplinary approach within different fields of study or as a discipline in its own right.

This class offers an overview of the academic history of gender studies as well as a contextualization within politics and culture. From feminist, women’s and men’s studies to queer theory, intersectionality, and current debates, we will read some of the defining texts that shaped this approach, its concepts and theories, asking how these informed the methodology and discourses of gender studies over the years. With a focus on British literary and cultural studies, this class will explore the influence of gender studies across different disciplines and take a closer look at how the approach is implemented and brought into dialogue with other, interrelated concepts and discourses.

At the end of the semester, you will be acquainted with the basic concepts and texts of gender and queer theory, and have an understanding of the diversity of questions and concerns addressed in this field. This class, moreover, aims to give you an idea of the potential of the approach for your own studies as well as provide you with a toolkit for your own gender or queer studies related analyses.

Texts: All texts will be made available in digital form over the course of the semester.

Debating the Transatlantic Slave Trade, 1750-1810

Dr. Föhr: Wed, 9.15-10.45, 122

Before 1750, the vast majority of Britons—including American colonists—regarded the flourishing transatlantic trade in enslaved Africans as a normal and essential feature of the Empire. Slavery had been a part of Western civilization for thousands of years; even the Bible seemed to justify enslavement. The production of lucrative tropical crops such as tobacco and sugar required a large labor force and Africans were generally regarded as both racially inferior to Europeans and particularly suited to hard work, making them ideal candidates for enslavement. In this context, it is surprising that a movement to abolish the slave trade developed at all. Yet once it began in the 1780s, the campaign to end the slave trade gained substantial public support despite the dire warnings of economic collapse that West Indian planters and merchants were sure would follow any restrictions on their ability to import slaves. In 1807, Parliament officially abolished the slave trade, starting the process that culminated in the complete abolition of slavery later in the 19th century.

In this course, we will explore the reasons underlying this shift in public attitudes toward the slave trade by examining contemporary debates on both sides of the Atlantic. We will read works by proponents and opponents of abolition and discuss their key arguments as well as the strategies both sides used to garner support in what is now widely regarded as one of the first modern political campaigns.

The course is structured as a series of discussions centered on weekly study questions, so it is important that participants complete the reading assignments on time. We will also cover the mechanics of term paper writing and citation in preparation for the research paper due after the end of the semester.

Texts: A reader will be made available at Copy Corner in March 2021.

On whose side? Ireland in the World Wars

Gaston: Thu, 11.15-12.45, 114

O'Brien: Thu, 11.15-12.45, 115

This course looks at Ireland (the whole island) in the two World Wars, people's attitudes to the conflicts, the importance of Ireland to the warring sides, and examines questions such as: did being anti-German mean being pro-British (and anti-British pro-German)? In particular, it will be seen how the attitude of the Irish to both conflicts was largely determined by their views on the status of Ireland.

Texts: Jonathan Bardon (2001). *A History of Ulster*. Belfast: Blackstaff Press Ltd.

Fisk, Robert (1985). *In Time of War*. Dublin: Gill & Macmillan.

Girvin, Brian and Roberts, Geoffrey (eds.) (2000). *Ireland and the Second World War: Politics, Society and Remembrance*. Dublin: Four Courts Press.

Grayson, Richard (2009). *Belfast Boys: How Unionists and Nationalists Fought and Died Together in the First World War*. London: Continuum.

Horne, John (ed.) (2008). *Our War. Ireland and the Great War*. (The 2008 Thomas Davis Lecture Series) Dublin: Royal Irish Academy.

Mulholland, Marc (2003). *Northern Ireland: A Very Short Introduction*. Oxford: OUP.

Wills, Clair (2007). *That Neutral Island*. London: Faber & Faber.

The Coronavirus Crisis

Prof. Dr. Nünning: Tue, 11.15-12.45, 113

What is the Coronavirus Pandemic all about? Is it, as everyone seems to suggest, 'just' a problem of the spread of a particular virus, leading to death and serious impairment for many people and to the breakdown of medical systems in several countries world-wide? Or is it, as has been stressed from the beginning, mainly an impending economic crisis, which politicians are trying to avoid at all costs?

Or is there much more involved, a crisis of our way of life and ways of knowing, highlighting problems that have been ignored for a long time, such as climate change as well as gender and social inequality? What are the main narratives in what has been called the "battle of narratives" about the coronavirus? What kind of impact do these narratives have? And what is the role of the (new) media in the understanding of and conception of measures against these crises?

In this proseminar, we will try to answer these and other questions, trying to gain a deeper knowledge of the changes encompassing us at the moment, and the role of the cultural studies for coming to terms with them. We will do a lot of research of our own, since there are only few pertinent scientific publications so far. But if you are a bit adventurous, this is the course for you!

Proseminar II Kulturwissenschaft/Landeskunde

Decadence and Aestheticism

Dr. Grundmann: Tue, 16.15-17.45, 116

This course is also listed in these categories: Proseminar II Literaturwissenschaft, Ethisch-philosoph. Grundlagenstudium II. Its description can be found on page 23.

Wayside Women, Marginal Men, and Alienated Aliens

Burlingame-Goff: Thu, 11.00-14.00, 122

This course will trace the path of mixed-heritage characters from American abolitionist writings to *Star Trek*.

We will meet for three hours every week to accomodate the length of the films and television episodes.

Proseminar III Sprachwissenschaft

Linguistic analysis

Dr. Isermann: Tue, 16.15-17.45, 114

The course aims to familiarize students with a range of routines, practices and methods that have shaped linguistic analyses in various fields. Part of the course will be devoted to the consolidation and refinement 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. Areas of linguistics covered include phonetics, phonology, morphology, lexical and sentence semantics, pragmatics, syntax and text linguistics.

Note: There will be a tutorial accompanying the course.

Texts: A course reader is available for purchase at the Copy Corner in Merianstraße.

Identity in Discourse

Prof. Dr. Kleinke: Thu, 14.15-15.45, 108

From a constructivist perspective, identities are not “given” or “stable,” but dynamic and discursively constructed. Individual, personal identities are always constructed against the background of group-identities and are thus the product of a complex web of internal and external interpretations. We use language to position ourselves in society in terms of gender, age, education, profession, and political or religious affiliations. The first part of the course will focus on the relation between language and identity from a discourse-analytic perspective and discuss linguistic approaches to the analysis of identity construction. Later on, we will look at empirical research focusing on the linguistic construction and perception of personal, group and collective identity in various discourse domains, including on- and offline contexts.

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

Registration for this course via E-mail:

anmeldung.kleinke@as.uni-heidelberg.de

Texts: Recommended introductory reading:

Kleinke, Sonja; Hernández, Nuria and Bös, Birte (2018), Introduction: Identity construction in complex discourse contexts, in: Bös, Birte; Kleinke, Sonja; Mollin, Sandra and Hernández, Nuria (Eds.): *The Discursive Construction of Identities in Online and Offline Contexts: personal-group-collective*. Amsterdam: John Benjamins, 1-12.

Varieties of English in Africa

Priv.-Doz. Dr. Nesselhauf: Mon, 11.15-12.45, 112

In this seminar, we are going to look at different varieties of English found in Africa. This includes L1 Englishes (such as White South African English), L2 Englishes (such as Kenyan English) as well as creoles and pidgins (such as Nigerian Pidgin or Krio spoken in Sierra Leone). We are going to discuss both historical processes that have shaped these varieties and their present-day characteristics (status, speakers, usage, attitudes; phonological, syntactic, lexical features etc.). You will also be introduced to corpus-linguistic analyses and be expected to perform such analyses on several varieties of English in Africa.

Requirements will depend on whether this class will take place in the classroom or online; they will include a presentation and some (additional) written work.

To register for this class, please send an email to Nadja.Nesselhauf@urz.uni-heidelberg, indicating whether you would like to take the class as a PS III or as a HS or whether you would like to audit the course.

Texts: Introductory reading: Van Rooy, Bertus (2019): "English in Africa." In Daniel Schreier et al., ed., *The Cambridge Handbook of World Englishes*. CUP, 210-235 [available online via our university library].

Language in the Media

Dr. habil. Reber: Tue, 11.15-12.45, 114

In this course we will study patterns of language use in the traditional mass media as well as online formats across spoken and written genres, e.g., TV broadcasts, newspapers, and tweets. Among the questions discussed will be: How are media texts and genres organized? What are typical linguistic structures used? How is the language used in the digital media different from the traditional media?

While a theoretical perspective on the topic will be offered, a focus will be on the hands-on analysis of authentic recordings as well as written data in class.

Texts: Landert, Daniela & Andreas H. Jucker. 2011. Private and public in mass media communication. From letters to the editor to online commentaries. *Journal of Pragmatics* 43: 1422-1434.

O'Keeffe, Anne. 2011. Media and Discourse Analysis. In James Gee & Michael Handford (eds.), *The Routledge Handbook of Discourse Analysis*, 441-454. London: Routledge.

Further texts will be made available on Moodle.

Please send an email to althoff@as.uni-heidelberg.de for registration. Spots will be allocated on a first-come, first-served basis.

Research seminar: Pop song pronunciation

Priv.-Doz. Dr. Mollin: Wed, 9.15-10.45, 108

If you have an affinity for phonetics as well as for pop music (and adjacent musical genres) and are ready to embark on some empirical research of your own during the summer semester, then this class is for you. The class is inspired by Peter Trudgill's (1983) classic study on the singing pronunciation of British bands such as The Beatles and The Rolling Stones, in which he investigated their use of American pronunciation features and developed potential explanations for an Americanised singing style. We will review this as well as more recent research on the Americanisation question, but also on pronunciation in contemporary music more generally, considering artists such as Rihanna, Adele and Arctic Monkeys, and genres including country, rap, reggae, hip-hop, and folk. Crucially, however, this is a research seminar. The class as a whole will develop a research design for a joint comparative study of the singing pronunciation of English-singing artists, within which each student will conduct their own sub-study on a selected artist. The study will be conducted during the semester alongside our sessions,

in which practical research questions will also be addressed. In the final session, all our results will come together to be interpreted.

All students are required to participate actively, to present a previous study on singing pronunciation in class, and to conduct their own study in the jointly developed framework. PSIII students summarise their findings in a poster. HS students write up their findings within the jointly developed framework as well as on an additional research question of their choice in a term paper.

Registration proceeds on a first come, first served basis and opens with the publication of this course catalogue. The number of participants is limited. Send an email to <sandra.mollin@as.uni-heidelberg.de> to register, stating your study programme (BA, GymPO, MA, MEd).

Exploring English proverbs, idioms and sayings through the ages

Watts: 18.-24. Juli 2021, Seminartermine tbd.

Online/Präsenz, Raum: tbd

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 Seminar we shall explore 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 Seminar are in current use and we shall uncover their linguistic and cultural secrets together. This will involve considering the linguistic legacies of Æsop, 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.

Proseminar III Literaturwissenschaft

Early Modern Revenge Tragedies

Priv.-Doz. Dr. Kreis-Schinck: Fri, 9.00-12.15, 110

What is it that kept Revenge Tragedies so immensely popular throughout the early modern period? Why do all except two Shakespearean plays circle around this motif? An enormous amount of ambiguity attracts our attention, no matter whether early or late examples (Thomas Kyd, *The Spanish Tragedy*, c.1587; William Shakespeare, *Hamlet*, c.1599, Thomas Middleton, *The Revenger's Tragedy*, 1606) are considered.

Do the avengers redress social injustice therefore doing their duty to a deeply divided society? Or do they follow their individual (blood) lust and desire? How do they come to terms with their Christian background? How does the all-too human sensationalism come into play and where does tragedy end and parody, even comedy appear on the scene?

In this seminar we will try to address these and other questions keeping our eyes on corruption on the one side and resistance on the other.

Students willing to participate must have read the three plays, either in single volume editions or in Emma Smith (ed), *Five Revenge Tragedies: Kyd, Shakespeare, Marston, Chettle, Middleton* (Penguin Classics, 2012).

Registration via mail to: annettekreis@bluewin.ch.

Please note that this a double-session course starting May 14.

Irish Drama from Farquhar to Beckett

Prof. Dr. Schnierer: Thu, 16.15-17.45, 108

In this class we will read, contextualise and interpret a few classics of Irish (and, for reasons that will become clear, English) drama and theatre. Our trajectory will carry us from George Farquhar's late Restoration comedy *The Beaux' Stratagem* (1707) to Samuel Beckett's *Endgame* (1957).

Registration is open from the moment you read this. Please read the two plays named above and suggest one more from between those dates by the end of March. Possible paths to qualification depend on the format (digital or real) as well as your preferences.

George Eliot

Prof. Dr. Leypoldt, and Daniel Malachuk (Western Illinois University): Tue, 16.00-18.00, 112

This seminar will explore the work of Mary Ann Evans (1819-1880), who under the pen name George Eliot emerged as one of the most important Anglophone novelists of the nineteenth century. Eliot began her career as a reviewer and (unacknowledged) editor of the left-leaning *Westminster Review*. Soon after she transitioned into fiction writing in 1857, she came to be known as a major literary innovator who expanded the genre of the novel with realist depictions of ordinary life. Eliot hoped that, by representing society's different groups with generous and sharp detail, the novel could further the sympathy between classes in a way that contributed more to social justice and moral progress than political or philosophical argument. In this, Eliot combined innovative and emotionally affective storytelling with the seriousness of mid-Victorian intellectuals. In this course, we will look at Eliot's work from a variety of angles, ranging from the theory of literary realism to Victorian culture and society. We will begin with a brief look at one of Eliot's early short stories, or "rural tales," "The Sad Fortunes of the Reverend Amos Barton" (1857), then focus on three of her best-known novels, *The Mill on the Floss* (1860), *Middlemarch: A Study of Provincial Life* (1871-2), and *Daniel Deronda* (1876).

Texts: Please buy the following texts:

George Eliot, *Middlemarch* (NY: Norton, Revised, 1999: ISBN: 978-0393974522

George Eliot, *The Mill on the Floss* (NY: Norton: ISBN: 978-0393963328)

George Eliot, *Daniel Deronda* (Oxford: OUP: ISBN: 978-0199682867).

All other materials will be provided on a moodle platform. You can register by email by March 15: leypoldt@as.uni-heidelberg.de.

Fictions of Innocence: An American Literary Tradition Revisited

Prof. Dr. Schloss: Thu, 14.15-15.45, 110

Since the early nineteenth century, American writers have been fascinated by the idea of youth and have treated adulthood with short shrift or even contempt. Many of the young heroes and heroines of American fiction show a resistance to "growing up"—a stance which the critic Ihab Hassan has described as "radical innocence." This preoccupation of American literature with youth coincides with the self-understanding of the US as a young nation. Juxtaposed to "Old Europe," America is considered as being equipped with a particular dynamism that assures that it stays fresh and pristine. Although the idea of "American innocence" has received a considerable amount of criticism (not the least from postmodern writers who have declared the idea of the new and pristine a delusion), its cultural power seems undiminished.

In this course, we will study American stories of innocence from the early nineteenth century to the present. We will take a look at how authors of different periods explain the power of this myth and sample different critical approaches to the subject. Among the works to be discussed are the following: Nathaniel Hawthorne, "Young Goodman Brown" and "My Kinsman, Major Molineux"; Herman Melville,

"Billy Budd, Sailor"; Henry James, "Daisy Miller"; Mark Twain, *Huckleberry Finn*; Salinger, *Catcher in the Rye*; and Bret Easton Ellis, *Less Than Zero*.

Texts: Most of the older works can be found in The Norton Anthology of American Literature, ed. by Robert S. Levine et al. (Volumes B and C). The novels by Salinger and Ellis need to be purchased in separate editions.

US-American Realism and Naturalism

Priv.-Doz. Dr. Peterfy: Thu, 9.15-10.45, 113

"It always seemed to me that each human being, before going out into the silence, should leave behind him, not the story of his own life, but of the time in which he lived, 'as he saw it,' its creed, its purpose, its queer habits, and the work which it did or left undone in the world. Taken singly, these accounts might be weak and trivial, but together, they would make history live and breathe." (Rebecca Harding Davis, 1861)

This statement contains the seed of a theory of US-American literary realism—a concept of looking and writing about experience that has invited many interpretations since its inception. We will discuss some central examples of literary realism in the first half of this seminar. In the second half, we will turn to literary naturalism, which was both a further development, and a reaction against the conventions and tenets of American literary realism. For both areas, we will address important questions, such as: How do authors arrive at a knowledge of an experienced reality, and how do they translate this knowledge into language and text? Which existing literary conventions do they break, and what are the new conventions that they establish? Moving from a historical understanding of the possibilities of fiction, to more complicated representational strategies (psychological, ideological), we will explore short narratives by Rebecca Harding Davis, Bret Harte, Stephen Crane, and some influential novels.

Please read the following novels:

William Dean Howells. *The Rise of Silas Lapham*.

Henry James. *The Spoils of Poynton*.

Frank Norris. *McTeague*.

Shorter texts will be available on moodle.

Requirements:

For PS III: Regular attendance, oral and/or written participation (depending on the format of the course), oral exam

For HS: Regular attendance, oral and/or written participation (depending on the format of the course), research paper

Please sign up by writing to margit.peterfy@as.uni-heidelberg.de

Varieties of Conservatism in the United States: History/Politics/Literature

Prof. Dr. Schloss: Tue, 14.15-15.45, HCA

Interdisciplinary seminar (HS/PS III) offered by the Heidelberg Center for American Studies; co-taught by Prof. Dr. Schloss and Dr. habil. Thunert; open to qualified students of English preferably with a background in historiography or political science. If you are interested in participating, please write an email to dietmar.schloss@urz.uni-heidelberg.de.

A more detailed course description will be published later.

The City in US-American Literature

Priv.-Doz. Dr. Peterfy: Thu, 11.15-12.45, TBA

The city means abundance: so many streets, houses, squares, shops, but above all, so many people. For some Americans, like Thomas Jefferson, such abundance appeared potentially chaotic and uncontrollable, but for others, it has offered opportunities beyond economic enterprise: to follow a specific lifestyle, religion, or to engage in literary, cultural, or other artistic projects with like-minded individuals. Not surprisingly, poets and novelists have recognized this potential in their works, and created poems, stories, plays with and around cities and city-dwellers. Thus, the history of the city in American literature is as old and interesting as the cities of America themselves. As cultural historian Raymond Williams pointed out, "the city as a really distinctive order of settlement, implying a whole different way of life" was only established in the nineteenth century—the century in which the USA changed from a mainly agrarian society into an industrialized economy. In this course we will start out with the beginnings of the US-American republic and the skepticism towards cities, as displayed by Jefferson. Then we will move on to some canonical, and also to some lesser-known texts dealing with American cities and their inhabitants. We will read texts and excerpts by Edgar Allan Poe, John Greenleaf Whittier, Walt Whitman, Edward Bellamy, William Dean Howells, Edith Wyatt, Dorothy Parker, J.G. Ballard, Gloria Naylor, Sigrid Nunez, Jay-Z, and others.

There will be a "Reader" for sale with all the primary texts in the "Copy Corner" (Merianstr.) as of the beginning of April.

Requirements:

For PS III: Regular attendance, oral and/or written participation (depending on the format of the teaching), oral exam

For HS: Regular attendance, oral and/or written participation (depending on the format of the teaching), research paper

Please sign up by writing to margit.peterfy@as.uni-heidelberg.de

Narrative Ways of Worldmaking

Prof. Dr. Nünning: Wed, 11.15-12.45, 113

Due to great demand, this course is offered once again! If you want to participate, write to us soon!

Whenever we read novels or plays, we enter fictional worlds. And sometimes these fictional worlds can captivate us in a way which makes us completely forget about our surroundings: All of a sudden it's the middle of the night, even though we wanted to go to bed early, or we miss getting off the bus at the right stop. The entry into fictional worlds raises a host of questions, which we will pursue in this seminar.

How can authors, using only a few sentences, build worlds — even fantastic worlds — that seem to be real? Can we identify specific strategies? And what are the consequences of such worldmaking? Is it true that these works are persuasive, and influence our attitudes? If so, which ways of worldmaking are particularly persuasive, and which can be found in non-fictional texts as well? After all, there is a lot of worldmaking going on in various media — and many of these worlds are purely imaginative, even though they purport to be factual accounts.

Though I offered a course with the same topic last term, please note that there are several changes, for instance with regard to the excerpts, novels and genres we will discuss, many of which you can choose yourself.

This term, we will discuss the following texts:

Andrea Levy, *Small Island* (2004); Ian McEwan, *Machines Like Me* (2019).

We will also discuss a few political speeches, ways of worldmaking in the new media, and the beginnings of a number of novels which we will choose during the term. Copies of these beginnings will be made available on Moodle.

Please sign up for this class by writing to: brigitte.brune@as.uni-heidelberg.de.

Growing up in Different Cultural Contexts: Literary Representations of Adolescence in Texts from Britain and Southern Africa

Priv.-Doz. Dr. Frank: Blockseminar: Vortreffen 28. Mai, 16-18 Uhr. 26.-27. Juni; 10.-11. Juli (whether in person or on screen will have to be determined), Raum: n.n.

Growing up seems like a simple enough natural process—we've all been through it, everyone can do it, it is just one of those stages in life. Seen from a little more distance, however, the ways in which a society organises, conceptualises and represents the process of growing up reveals the anthropological tenets, core values and power structures of this particular society. The variety of topics that are implied in the idea of growing up—the body, childhood/adulthood, education, the individual's social roles, identity formation and identity markers—are culturally and historically constructed. A number of literary genres have developed specific ways of dealing with these topics, e.g. the novel of education, the coming-of-age story and the story of initiation, each of them of course subject to historical change.

In this seminar, we will explore a variety of texts from Britain and southern Africa to compare such ideas and representations of growing up, assisted by selected sociological and psychological theories to provide us with a conceptual foundation.

Please sign up for this class by writing to: kerstin.frank@as.uni-heidelberg.de

Texts: Please read in advance: *Nervous Conditions* by Tsitsi Dangarembga (1988); *Bodies of Light* by Sarah Moss (2014); *Swing Time* by Zadie Smith (2016).

Further material will be made available on Moodle.

5 Hauptseminare

Hauptseminare Sprachwissenschaft

Exploring English proverbs, idioms and sayings through the ages

Watts: 18.-24. Juli 2021, Seminartermine tbd.

Online/Präsenz, Raum: tbd

This course is also listed as "Proseminar III Sprachwissenschaft." Its description can be found on page 30.

Linguistic analysis

Dr. Isermann: Tue, 16.15-17.45, 114

This course is also listed as "Proseminar III Sprachwissenschaft." Its description can be found on page 28.

Identity in Discourse

Prof. Dr. Kleinke: Thu, 14.15-15.45, 108

This course is also listed as "Proseminar III Sprachwissenschaft." Its description can be found on page 28.

Varieties of English in Africa

Priv.-Doz. Dr. Nesselhauf: Mon, 11.15-12.45, 112

This course is also listed as "Proseminar III Sprachwissenschaft." Its description can be found on page 29.

Language in the Media

Dr. habil. Reber: Tue, 11.15-12.45, 114

This course is also listed as "Proseminar III Sprachwissenschaft." Its description can be found on page 29.

Research seminar: Pop song pronunciation

Priv.-Doz. Dr. Mollin: Wed, 9.15-10.45, 108

This course is also listed as "Proseminar III Sprachwissenschaft." Its description can be found on page 29.

Hauptseminar Literaturwissenschaft

Early Modern Revenge Tragedies

Priv.-Doz. Dr. Kreis-Schinck: Fri, 9.00-12.15, 110

This course is also listed as "Proseminar III Literaturwissenschaft." Its description can be found on page 30.

Irish Drama from Farquhar to Beckett

Prof. Dr. Schnierer: Thu, 16.15-17.45, 108

This course is also listed as "Proseminar III Literaturwissenschaft." Its description can be found on page 31.

George Eliot

Prof. Dr. Leypoldt: Tue, 16.00-18.00, 112

This course is also listed as "Proseminar III Literaturwissenschaft." Its description can be found on page 31.

Fictions of Innocence: An American Literary Tradition Revisited

Prof. Dr. Schloss: Thu, 14.15-15.45, 110

This course is also listed as "Proseminar III Literaturwissenschaft." Its description can be found on page 31.

US-American Realism and Naturalism

Priv.-Doz. Dr. Peterfy: Thu, 9.15-10.45, 113

This course is also listed as "Proseminar III Literaturwissenschaft." Its description can be found on page 32.

Varieties of Conservatism in the United States: History/Politics/Literature

Prof. Dr. Schloss: Tue, 14.15-15.45, HCA

This course is also listed as "Proseminar III Literaturwissenschaft." Its description can be found on page 32.

Growing up in Different Cultural Contexts: Literary Representations of Adolescence in Texts from Britain and Southern Africa

Priv.-Doz. Dr. Frank: Blockseminar: Vortreffen 28. Mai, 16-18 Uhr. 26.-27. Juni; 10.-11. Juli (whether in person or on screen will have to be determined), Raum: n.n.

This course is also listed as "Proseminar III Literaturwissenschaft." Its description can be found on page 34.

The City in US-American Literature

Priv.-Doz. Dr. Peterfy: Thu, 11.15-12.45, TBA

This course is also listed as "Proseminar III Literaturwissenschaft." Its description can be found on page 33.

Narrative Ways of Worldmaking

Prof. Dr. Nünning: Wed, 11.15-12.45, 113

This course is also listed as "Proseminar III Literaturwissenschaft." Its description can be found on page 33.

6 Kolloquien

Kolloquien Literaturwissenschaft

Colloquium

Prof. Dr. Schnierer: Mon, 14.15-15.45, 108

Diese Ankündigung ist auf Deutsch, aber das Kolloquium wird beide Sprachen in ihr Recht setzen.

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

Examenskolloquium

Prof. Dr. Leypoldt: Mon, 16.00-18.00, 112

This colloquium is intended for exam candidates, and it offers a forum for discussing and presenting examination topics, independent studies, and outlines of M.A. or Staatsexamen theses.

Kolloquien Sprachwissenschaft

Colloquium for exam candidates

Priv.-Doz. Dr. Mollin: Thu, 11.15-12.45, 108

Exam candidates for state examination as well as M.Ed. 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 presentation summarizing one topic.

To register, please send an email.

Colloquium

Priv.-Doz. Dr. Nesselhauf: Mon, 9.30-11.00, 112

This course intends to assist students in preparing for the final oral exam in their course of studies (both Staatsexamen and Master degrees). 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 are registered for the oral exam with me in the following semester (in this case, no separate registration for this course is necessary).

Exam Colloquium

Prof. Dr. Kleinke: Thu, 11.15-12.45, 113

Die Veranstaltung wendet sich an Studierende des Hauptstudiums und vor allem an ExamenskandidatInnen (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

Dr. Isermann: Mon, 18.15-19.00, 114

Das Kolloquium wendet sich an Studierende, die vor der Abschlussprüfung stehen. Die zu behandelnden Themen umfassen die Auswahl der Spezialgebiete, Strategien der Prüfungsvorbereitung, Übungen zum allgemeinen Teil und verwandte Fragen.

Research Colloquium

Prof. Dr. Kleinke: Wed, 18.15-19.45, 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 as sonja.kleinke@as.uni-heidelberg.de (please send your email to both addresses).

Texts: A detailed seminar plan will be provided before the first session via email.

Colloquium for Exam candidates

Dr. habil. Reber: Mon, 14.15-15.45, 122

This colloquium is designed for students at an advanced level, specifically exam candidates (state examination, MA degrees), in order to help them prepare for their oral exams. To this end, the course will 1) offer a basic overview of the fields of linguistic study and discuss core concepts and definitions; and 2) provide an opportunity to discuss potential exam topics. There will be plenty of opportunity to ask questions, practice potential exam questions and do exercises. Students are expected to do the reading questions and exercises in preparation for each class.

Texts: The relevant reading will be made available on Moodle.

7 Oberseminare

Oberseminare Literaturwissenschaft

Oberseminar

Prof. Dr. Schnierer: Thu, 18.15-19.45, 122

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

Research in English Literary Studies: Problems, Theories, Methods and Examples

Prof. Dr. Nünning: Tue, 14.00-16.00, 116

This seminar is intended for doctoral students focusing on English Literary Studies. Here, we will discuss both basic problems that are likely to arise when writing a dissertation in this field and selected theories and topics relevant to the participants' projects.

Please register personally with me during my office hours.

Recent Trends

Prof. Dr. Leypoldt: Thu, 16.00-18.00, HCA

This colloquium is intended for aspiring post-graduate students and will serve as a forum for presenting and discussing research projects and debating project-related problems of literary and cultural theory. M.A. students looking for Independent Studies projects are very welcome. The list of readings will be announced in the first session.

8 Fachdidaktik

Fachdidaktik im Bachelor

Fachdidaktik

Wesch Mon, 11.15-12.45, 114

Wesch Mon, 13.15-14.45, 115

Der Kurs verfolgt die Vermittlung curricularer Grundlagen des Englisch-Unterrichts am Gymnasium. Hierbei stehen der Bildungsplan 2016 und die darin ausgewiesenen Leitperspektiven im Zentrum, wobei die Bildungsstandards der Kultusministerkonferenz sowie der Gemeinsame Europäische Referenzrahmen für Sprachen als Basis für modernen Fremdsprachenunterricht ebenfalls behandelt werden.

Die Qualifikationsziele sind die Sensibilisierung für zentrale fachdidaktische Fragestellungen sowie die Kenntnis theoretischer Grundlagen eines kompetenzorientierten und kommunikativen Fremdsprachenunterrichts.

Erwartet werden regelmäßige Anwesenheit, aktive (u.U. digitale) Teilnahme, eine schriftliche Reflexion am Ende des Kurses.

Der Kurs umfasst 6 Sitzungen, die an folgenden Terminen, entweder in der ersten oder in der zweiten Semesterhälfte, stattfinden:

19.04. / 26.04. / 03.05. / 10.05. / 17.05. / 07.06.2021

ODER

14.06. / 21.06. / 28.06. / 05.07. / 12.07. / 19.07.2021

Einführung Deutsch als Zweitsprache: bildungswissenschaftlich, erwerbstheoretisch, förderdidaktisch

Pagonis: Mon, 9.15-10.45, online

See [Isf](#) for more information.

Einführung in die Fremdsprachendidaktik

Köppel: Tue, 4.15-5.00 and Wed, 4.15-5.00 (online)

See [Isf](#) for more information.

Fachdidaktik 1 im M.Ed.

Didactics & Methodology I

Mußmann Mon, 9.15-10.45, 115

Mußmann Mon, 11.15-12.45, 115

In this course, we are going to link the theory of didactics/ methodology—also referring to current issues & guidelines—to its use at school, starting with central aspects of teaching English today, such as vocabulary, grammar, communication/ speaking & texts. Practical, hands-on material will be presented, evaluated & compiled by participants of this course.

Depending on students' experience & interest, we are then going to work in more detail on one of these aspects or delve into an additional one (e.g. methods furthering students' communication skills, ways to prepare a unit on a book/film or intercultural competence).

Requirements: active participation & term paper

Fachdidaktik 2 im M.Ed.

Teaching EFL through tasks

Prof. Dr. Müller-Hartmann: Tue, 16.0-18.00, online

TASK-supported language learning and teaching (TSLL) is an approach to the design of language courses in which the point of departure is not an ordered list of linguistic items, but a collection of tasks. Tasks provide a meaningful purpose for the use and learning of language other than simply learning language items for their own sake. TSLL is not only one of the major approaches to language teaching worldwide it is also the approach which has been researched the most during the last 20 years. In the seminar we will look at

- different concepts of task in language teaching and learning
- research into language teaching and consequences for task design
- different practical approaches to task-based teaching

The seminar will integrate a discussion of theoretical concepts and practical ways of working along the lines of the task-based approach. We will look at video data from different language classrooms to understand the process of TSLL. This class is especially well-suited as a preparation for the ISP.

Credit requirements: Active participation, ongoing reading tasks to prepare sessions, analyzing tasks in EFL textbooks.

Material for the class: You will need to buy the following book for this class before the first session of the class: Andreas Müller-Hartmann & Marita Schocker-von-Ditfurth (2011). *Teaching English: Task-Supported Language Learning*. Stuttgart: UTB (22,90 €).

Task: Please copy the storybook "The Gruffalo" (You find it in Frau Holweck's office A115. You can also order it via www.amazon.de; and it is also available online), and develop 7-10 tasks for teaching the story. Please send your tasks to my email account (Andreas.Mueller-Hartmann@ph-heidelberg.de).

How to sign up for this class: Students wishing to participate in this class must sign up using stud.ip or, if you don't have an account yet, to send me a mail. Once your name appears on the attendance list, you need to start working on your preliminary task (see above) and hand it by March 31st, 2021.

Teaching and assessing oral skills

Prof. Dr. Vogt: Online, Block 13.-15.09.2021, 9-17; 16.09.2021 9-13, Raum: online

Speaking skills, both productive and interactive, have gained in importance in the EFL classroom, particularly in secondary teaching contexts. In primary contexts, they are even paramount. Speaking skills have also been valued more in terms of their assessment. The purpose of the course is to give you further insights into the broad field of oral skills, how to teach them and how to assess them. We will look into current models of communicative competence and speaking and will look into constructs, principles and methods of assessing them. Part of the course materials will be from the hands-on, award-winning online course from the TALE (Teachers' Assessment Literacy Enhancement) project. The course will be fully online and course materials will be provided online as well.

Psycholinguistics

Prof. Dr. Rymarczyk: Thu, 14.0-16.00, online

In this seminar we will look at a number of psycholinguistic topics which are relevant to the teaching and learning of foreign languages:

- "Language and the brain," e.g., a key concept in psycholinguistics, is the basis to vocabulary learning and teaching: How do we store a lexical item and how do we retrieve it?—Knowing about writing systems helps us to decide which support students need when producing different kinds of written texts. Which factors are relevant in skilled writing?—Learning about decoding in reading informs us on teaching reading at different levels. Are there different processes involved with skilled and unskilled readers?—Characteristics of speech serve as background knowledge when we have to assess our learners' oral skills. Might self-monitoring help learners in developing their skills in the foreign language? All of these issues will be dealt with in different forms: We are going to read different articles, many of which are from the set course book: Field, John (2003). *Psycholinguistics*. A resource book for students. Routledge.

On a regular basis, you will have to conduct experimental tasks in small groups, mainly with your fellow students as subjects. As you will be assigned to the various groups for the individual topics, your attendance of the first session is inevitable. Students who do not appear for the first session without a written excuse forfeit their places.

Fachdidaktik

Wesch: Thu, 14.15-15.45, 114

Irische Dramen im gymnasialen Englischunterricht**Kursbeschreibung:**

Dieser Kurs ist Teil einer Kooperation („Verschränkungsmodul“) mit dem Hauptseminar von Prof. Dr. Schnierer („Irish Drama from Farquhar to Beckett“). Daher ist es sinnvoll und empfehlenswert, diesen Fachdidaktik-Kurs parallel zu dem entsprechenden Hauptseminar zu belegen.

Im Mittelpunkt dieses Kurses steht der Umgang mit Texten im Englischunterricht der Sekundarstufen I und II am allgemeinbildenden Gymnasium. Hierbei werden die Forderungen des Bildungsplans und insbesondere die Schulung interkultureller kommunikativer Kompetenzen beachtet.

Nach einer allgemeinen Einführung hierzu werden fremdsprachendidaktische Grundsätze und methodische Möglichkeiten der unterrichtlichen Behandlung von Texten vorgestellt, reflektiert und selbstständig auf Literatur bzw. auf konkrete irische Dramen übertragen. Ausgewählte Aspekte wie Materialentwicklung oder funktionaler Einsatz verschiedener Medien werden in diesem Zusammenhang erarbeitet und angewendet.

Im Laufe des Semesters werden die folgenden zwei Dramen behandelt, deren Lektüre vorausgesetzt wird:

Oscar Wilde, *The Importance of Being Earnest*

George Bernard Shaw, *Pygmalion*

Scheinerwerb: regelmäßige Teilnahme an den Sitzungen, aktive (u.U. digitale) Mitarbeit, Vor- und Nachbereitung von Unterrichtseinheiten, Hausarbeit zur Planung von Unterricht

Anmeldung: per E-Mail an mich

Fachdidaktik 3 im M.Ed.

Fachdidaktik III (M.Ed.)

Studierende, die das **Schulpraxissemester im kommenden Herbst 2021** absolvieren, müssen an folgenden zwei rahmenden Veranstaltungen verpflichtend teilnehmen:

erste Blocksitzung: Mi, 21.07.2021, 9.30-14 Uhr

zweite Blocksitzung: Mi, 19.01.2022, 9.30-16 Uhr

Die Studierenden werden in der ersten Blocksitzung vor Antritt des Schulpraxis-Semesters darauf vorbereitet, anhand konkreter, fachdidaktisch relevanter Beobachtungsaufträge in allen Klassenstufen zu hospitieren. Hier finden verschiedene Kompetenzbereiche Beachtung. Sie erwerben darüber hinaus Fertigkeiten, mit Hilfe derer sie ihren eigenen Unterricht strukturiert planen und ihre Unterrichtsstunden in sinnvolle Phasen gliedern können. Dadurch wird eine eigenständige, kritische Reflexion von beobachtetem und selbst gehaltenem Unterricht ermöglicht.

In der zweiten Blocksitzung, die nach Abschluss des Schulpraxis-Semesters stattfindet, werden die Erfahrungen der Studierenden gemeinsam ausgewertet und reflektiert. Besondere Beachtung findet die interkulturelle kommunikative Kompetenz, die in Theorie und beobachteter Praxis beleuchtet und diskutiert wird.

9 Sprachpraxis

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).

S. Isaak Tue, 17.0-17.45, 113

S. Isaak Tue, 16.0-16.45, 113

S. Isaak Tue, 15.0-15.45, 112

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).

A. Mau Tue, 10.15-11.00, 115

A. Mau Tue, 11.15-12.00, 115

K. Sommer Thu, 16.15-17.00, 122

K. Sommer Thu, 17.15-18.00, 122

English in Use

Style and Meaning

Henn: Thu, 11.15-12.45, 112

This course helps you get your meaning across in stylistically appropriate written English. You will be looking at and producing a range of genres including business emails, blogs, instructions and notices of various kinds. The course is intended for students doing English Studies / Anglistik as 25% of their BA.

Successful Communication Across Cultures

Gunkel Thu, 16.15-17.45, 113

Gunkel Thu, 18.15-19.45, 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.

Tense and Aspect

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

K. Pfister	Tue, 9.15-10.45, 110
K. Pfister	Tue, 11.15-12.45, 110
K. Henn	Tue, 14.30-16.00, 108
K. Henn	Tue, 16.30-18.00, 108
K. Pfister	Thu, 9.15-10.45, 110
K. Pfister	Thu, 11.15-12.45, 110
D. O'Brien	Thu, 16.15-17.45, 110
D. O'Brien	Fri, 9.15-10.45, 108

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 exercises.

C. Burlingame-Goff	Wed, 9.15-10.45, 110
C. Burlingame-Goff	Wed, 11.15-12.45, 110
C. Burlingame-Goff	Wed, 16.15-17.45, 110

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	Tue, 9.15-10.45, 122
K. Henn	Tue, 11.15-12.45, 122
D. O'Brien	Tue, 16.15-17.45, 122
K. Henn	Wed, 11.15-12.45, 122
K. Henn	Wed, 14.15-15.45, 122
D. O'Brien	Thu, 09.15-10.45, 116
D. O'Brien	Fri, 11.15-12.45, 122

Essential Skills for Writing for Repeat Students

Essential Skills for Writing for Repeat Students

Dr. Föhr: Tue, 9.15-10.45, 108

This course is only open to students who failed Essential Skills for Writing.

The class focuses on paragraph writing as it requires mastery of all of the skills covered in Essential Skills for Writing. It is structured as a series of workshops on various aspects of paragraphing, such as finding a good topic sentence, organizing information logically and making connections between ideas explicit. You will be provided with several paragraphing exercises each week in addition to worksheets covering specific problem areas. 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. Every assignment you turn in will, however, receive detailed feedback aimed to help you identify your weaknesses and improve your skills.

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 necessarily also those required for paragraph writing, we will not focus on practicing those sections of the exam.

Dr. Föhr Tue, 9.15-10.45, 108

Dr. Föhr Tue, 11.15-12.45, 108

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/infinite and word order.

B. Gaston	Mon, 9.15-10.45, 110
B. Gaston	Mon, 14.15-15.45, 110
B. Gaston	Mon, 16.15-17.45, 110
D. O'Brien	Tue, 9.15-10.45, 116
D. O'Brien	Tue, 11.15-12.45, 116

Structure and Idiom for Repeat Students

Structure and Idiom for Repeat Students

Gaston: Tue, 14.15-15.45, 110

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, especially in analysing and correcting their own translation mistakes. Class work will also consist of error detection & correction exercises using longer, more idiomatic texts than those typically set in the exam, and of a more in-depth look at some topics only dealt with briefly in the first course.

Advanced English in Use

Academic Essay Writing

Dr. Föhr: Wed, 11.15-12.45, 115

This course is also listed as "Academic Essay Writing." Its description can be found on page 50.

Translation into German

Gunkel: Thu, 9.15-10.45, 108

Gunkel: Fri, 9.15-10.45, 122

These courses are also listed as "Description and Narration." Their descriptions can be found on page 51.

The Language of Newspapers

Gaston: Thu, 9.15-10.45, 122

This course is also listed as "Exposition and Argumentation." Its description can be found on page 50.

Texts for Different Readerships

Henn: Thu, 14.30-16.00, 122

This course is also listed as "Exposition and Argumentation." Its description can be found on page 50.

Academic Essay Writing**Academic Essay Writing**

Dr. Föhr: Wed, 11.15-12.45, 115

This is a course for advanced students who are already proficient in written and spoken English and wish to develop their ability to write convincing academic essays and papers in English. It will cover Anglophone essay writing conventions, ways to approach different kinds of writing assignments, tools for structuring papers, and proofreading and editing tips.

The class is structured as a series of workshops. In most class sessions, we will be working with the materials prepared as homework.

Texts: Relevant readings will be made available in Moodle.

Exposition and Argumentation

The intention of this course is to enable students to understand and produce expository and argumentative texts, that is to say, texts that describe, explain, argue and persuade. We will be dealing with a wide variety of written texts and styles of language, but concentrating on non-fiction (to distinguish this course from "Text Types: Description and Narration").

The Language of Newspapers

Gaston: Thu, 9.15-10.45, 122

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.

Prerequisites: Tense and Aspect, Essential Skills for Writing, Structure and Idiom. This course is not appropriate for BA25% students.

You are expected to have spent time living in an English-speaking environment before taking this course.

Texts for Different Readerships

Henn: Thu, 14.30-16.00, 122

The aim of this course is to help you enhance your sensitivity for the appropriate register for a particular readership and express complex information in stylistically appropriate and clear language.

Prerequisites: Tense and Aspect, Essential Skills for Writing, Structure and Idiom. This course is not appropriate for BA25% students.

You are expected to have spent time living in an English-speaking environment before taking this course.

Description and Narration

The intention of this course is to enable students to understand and produce descriptive and narrative texts. We will be dealing with a wide variety of texts and styles of language but concentrating on fiction.

Translation into German

K. Gunkel Thu, 9.15-10.45, 108

K. Gunkel Fri, 9.15-10.45, 122

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

Course requirements:

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

10 Ethisch-Philosophisches Grundstudium

Ethisch-philosoph. Grundlagenstudium II

Subversive Narratives by and about 19th-century US-American Women

Priv.-Doz. Dr. Peterfy: Wed, 11.15-12.45, 116

This course is also listed as "Proseminar II Literaturwissenschaft." Its description can be found on page 23.

Decadence and Aestheticism

Dr. Grundmann: Tue, 16.15-17.45, 116

This course is also listed in these categories: Proseminar II Literaturwissenschaft, Proseminar II Kulturwissenschaft/Landeskunde. Its description can be found on page 23.

Dystopian Fiction

Elstermann: Mon, 11.15-12.45, 113

This course is also listed as "Proseminar II Literaturwissenschaft." Its description can be found on page 24.

11 Lektürekurse & Sonstiges

Hot Off the Press

Prof. Dr. Schloss/Jakubzik: Wed, 16.15-17.45, probably online

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").

Film and Society

Burlingame-Goff: Wed, 18.00-21.30, 108

Is there such a thing as a "good" movie? If so, what makes a movie good?

This semester we will be watching and discussing short films, focusing on ways in which plot, setting, characterization, structure, and concept can be brought to the screen. Special attention will be paid to sound, music, lighting, camera angles, and editing so that we can gain insight into how these elements combine to enhance—or detract from—a screenplay.

The Debating Society

T. Sommer/D. Van der Merwe: Tue, 18:15-19:45, 115 "Debate is combat, but your weapons are words." [The Great Debaters, 2007.]

In the debating society we tackle social, environmental and political issues in the form of debates. You will learn how to properly structure a debate, rebut your fellow debaters' arguments and form arguments of your own. Anyone, from any semester, who wishes to voice an opinion is welcome!

Note: This never finishes at 19:45!

To register please write an email either to Danielle Van der Merwe daniellevdm@outlook.com or to Tim Sommer tim.sommer@as.uni-heidelberg.de.

Credit Points for *Übergreifende Kompetenzen*: 3.