

UNIVERSITÄT
HEIDELBERG
Zukunft. Seit 1386.



Anglistisches Seminar
Ruprecht-Karls-Universität
Heidelberg

Korrekturen:

25.7. Ergänzung PS I KW (Prof. Nünning)
29.7. Ergänzung Recent Trends
29.7. Ergänzung Kolloquium (Peterfy)
29.7. Ergänzung Literatur HS (Peterfy)

Course Catalog
Wintersemester 2016/17

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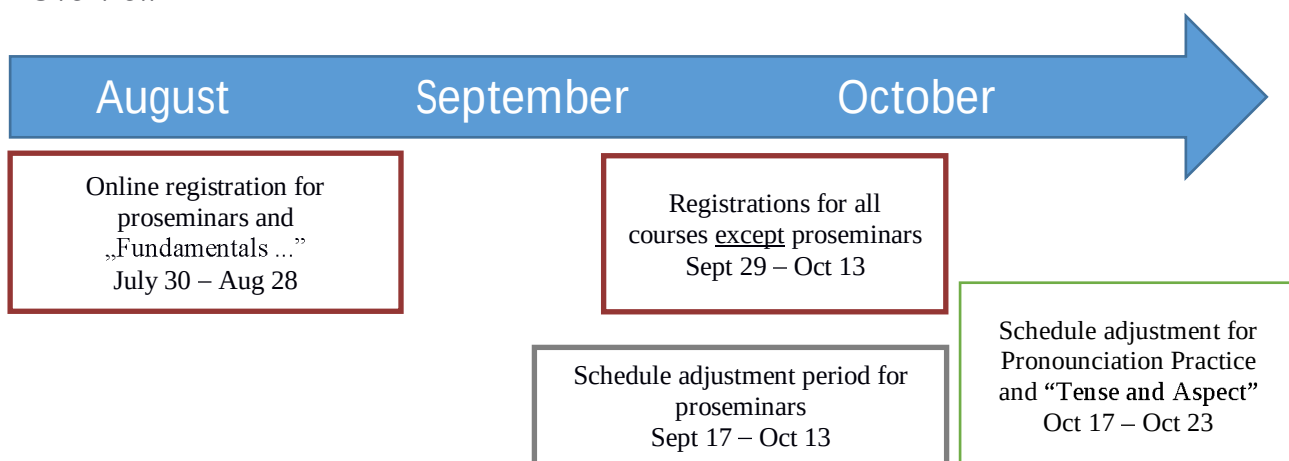
1. Introduction

This *Course Catalog* lists information about the lectures, seminars, language courses etc. offered at the English Department, Ruprecht-Karls-Universität Heidelberg, Germany, in the winter term 2016/2017, including registration procedures and the preparation that is expected of students before the beginning of the term. Corrections and additions to this catalog are published early in April. Please do not forget to confirm the place and time of your courses on the department's homepage, <<http://www.as.uni-heidelberg.de>>, before the semester begins. The editorial deadline for this PDF-publication was July 11, 2016.

1.1 Key Dates and Deadlines

Lecture Period	October 18, 2016 – February 11, 2017
Freshers' Day	October 12, 2017
Holidays	November 1; December 24 – January 8
Obligatory online registration period: all proseminars (and “Fundamentals of Research and Writing” for GymPO students)	July 30 – August 28
Schedule adjustment period for proseminars	September 17 – October 13
Obligatory online registration for lectures, didactics, and language courses	September 29 – October 13
Schedule adjustment period for Pronunciation Practice and “Tense and Aspect”	October 17 – October 23

Overview



1.2 Registration

There are two different ways to register for courses

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

Personal Registration

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

Online Registration (“Kurswahl”)

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

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

Please note that the **obligatory registration for proseminars starts and ends early: you must apply for places in proseminars (and Fundamentals of Research and Writing, if you're a GymPO student and still need the credit) online between July 30 and August 28.**

Rules for Online Registration

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

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

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

(50% Lehramtsoption)

message appears, your choices have been automatically stored. If you are new to the process, it may be a good idea to click “Hilfe” (“Help”) and watch the video that demonstrates what you are supposed to do.

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

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

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

1.3 Übergreifende Kompetenzen/Fachdidaktik in the New BA (50% Lehramtsoption)

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

Students intending to pursue an MEd need to accumulate the *Übergreifende Kompetenzen* credits specified under *Lehramtsoption*. Sixteen of these points are earned at the *Institut für Bildungswissenschaft*. The remaining four points are allocated to *Fachdidaktik* (two in each BA subject). There are several ways to earn the two credit points required for English *Fachdidaktik*.

1. In courses listed under *Fachdidaktik I* (together with GymPO students, but with reduced requirements).
2. In one of the following courses you can obtain a Fachdidaktik Schein together with a Proseminar:

- Priv.-Doz. Dr. J. Rupp: ***Anglophone Short Stories: Theory, History, Teaching Practice***
- Priv.-Doz. Dr. J. Rupp: ***Reading and Teaching Life-Writing in Literature and Other Media***

1.4 Freshers' Day (Orientation for New Students)

October 12: Orientation for new students, organized by the faculty, staff and student council of the department of English Studies

This day-long orientation program (October 12, 10 am to 6 pm) is designed to help new students get their academic career in English Studies off to a good start. In small group sessions led by advanced students, new students have the opportunity to gain expert advice on every aspect of life in the department, from putting together a manageable schedule to finding their way around the building. Faculty and staff cover the programs of study, advising system, study abroad opportunities and services available in the department, and the student council and representatives of different clubs introduce themselves as well. The day concludes with a pizza party where students, staff and faculty can mingle and get to know each other. All new students are strongly urged to attend this event.

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

Kathrin Pfister

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

Final editing: H. Jakubzik & Franziska Friedl
Editorial deadline: 11. July, 2016

2. Vorlesungen

2.1 Phonetik

Introduction to English Phonetics and Phonology

Priv.-Doz. Dr. S. Mollin

Mon, 9:15 - 10:45, HEU I

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

N.B.: Students also need to take the course “British/American English Phonetics (Pronunciation Practice)”, either British or American English, preferably in the same semester as the lecture. While no registration is needed for the lecture, you need to sign up online for “British/American English Phonetics”.

Texts: For both the lecture and the course “British/American English Phonetics (Pronunciation Practice)”, one of the following books should be obtained:

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

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

2.2 Vorlesung moderne Sprachwissenschaft

Sociolinguistics

Priv.-Doz. Dr. F. Polzenhagen

Fri, 2:15 - 3:45, 110

This lecture provides an overview of concepts, traditions, methods and topics within the broad field of sociolinguistics. Research areas that are covered in this survey include descriptive approaches, studies on language and gender, language and ideology, language and identity, the study of native and non-native varieties of

English, and cognitive-cultural approaches. Each of these research strands will be introduced in terms of its theoretical framework and will be illustrated by representative case studies.

Metaphor

Prof. Zoltán Kövecses/Priv.-Doz. Part I (F: Polzenhagen):
Dr. F. Polzenhagen Thursday, 16:00 - 18:00 (from 27/10/16 to 15/12/16);
Part II (Z: Kövecses):
(19/01/17) 16:00 - 19:00
(23/01/17) 16:00 - 19:00
(26/01/17) 16:00 - 19:00
(30/01/17) 16:00 - 19:00
Written end-of-term test: 02/02/17
Room: n:n:

The lecture has two parts. The first one (held by F. Polzenhagen) reviews various, often competing, approaches that have been taken in the study of metaphor. This survey covers, inter alia, the view of metaphor in traditional rhetoric, in Max Black's "interaction model", in John Searle's "speech-act theory", against the background of Paul H. Grice's "cooperative principle" and of "relevance theory", in Harald Weinrich's model and, finally, in Cognitive Linguistics. Focussing on the latter approach, the lecture provides an overview of current issues and strands in cognitive-linguistic research on metaphor.

The second part of the lecture (held by Zoltán Kövecses) highlights the role of context in the use of metaphor. The relevant contextual dimensions are spelled out, integrated in an encompassing theoretical model of metaphor and illustrated by case studies coming from various types of discourse.

2.3 Vorlesung historische Sprachwissenschaft

Historical Pragmatics

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

This course will introduce you to the key ideas, studies, methods and tools of the field of historical pragmatics, which is the analysis of historical (English) language data from a linguistic pragmatics perspective. For example, in the history of English, we shall look at the development and realisations of speech acts, pragmatic markers, newspaper discourse and at the emergence of social media such as Twitter.

I will also address new possibilities and challenges of historical linguistic and

pragmatic investigations that result from the digitisation of large amounts of historical resources (leading to so-called big data) as well as from new emerging fields such as the digital humanities. A set of preparatory reading material will be announced in August 2016.

Please contact Mrs Caroline Ebert by 15 August 2016 at <caroline.ebert@as.uni-heidelberg.de> to sign up for the course.

2.4 Vorlesungen Literaturwissenschaft

Overview of British Novels II: From the 1760ies to the 1850ies

Prof. Dr. V. Nünning

Mon, 11:15 - 12:45, 110

In this lecture, we will trace the development and diversification of British novels throughout a period of a hundred years, beginning with the first Gothic novels, which were published from 1765 onwards, and ending with the social novels (as well as *bildungsromane*) in the late 1840s and 1850s. We will follow the fascinating development of nearly all the important ways of writing narrative prose and many subgenres, which were either established or which underwent crucial changes within this time span – just think of *The Castle of Otranto* vs. *Frankenstein*! Since many major developments are closely connected to cultural changes, we will take these into consideration, too, and look at the intersections between literature and culture, for instance at the importance of the culture of sensibility in the late 18th century and the consequences of the Industrial Revolution in the 19th century. The main focus, however, is on literary tendencies, on the emergence of (popular) genres, on the attribution of (didactic) functions to literature, and on the works of major authors.

Please note that the VL will start in the second week of term as the first week is 'Prüfungswoche'.

Lecture Series: Theory in Action - How Literary Theory Works

Dr. P. Löffler

Mon, 6:15 - 7:45, Neue Uni HS 14

This lecture series will introduce students to major chapters in the history of literary theory (from Structuralism and Post-Structuralism to Feminism and critical Race Studies, and from Pragmatism and the New Historicism to Marxism and Postcolonial Studies). Each session will be dedicated to one school of criticism and one major literary work used to exemplify the practical consequences of the theory in question.

The goal of the lecture series is to show students that literary theory is not an

independent field of study, but that – if applied carefully – it can help us understand novels, poems, drama, and short stories in more comprehensive ways and from a variety of different readerly perspectives. As usual, the *Ringvorlesung* is a joint project of professors and lecturers in the English Department.

There will be no grade for the lecture, except for those in HD on a student exchange.

Shakespeare III: Histories

Prof. Dr. P. Schnierer

Mon, 9:15 - 10:45, NUNi HS 14

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

Texts: It will cover all his history plays; there is no need to have attended the lectures on comedies or tragedies last year. We will situate the plays in the literary, theatrical, social, ideological and economic context of their time; we will also pay attention to their performance and reception history. By way of preparation: read (or watch) as many Shakespearean and non-Shakespearean history plays as you can.

US Literary Culture 1860 - 1910

Prof. Dr. G. Leypoldt

Thu, 11:15 - 12:45, n:n:

This course of lectures will review US literature and culture between 1860 and 1920. Our main focus will lie on important aesthetic and cultural trends that include the emergence of literary professionalism, the rise of Realism and Naturalism, and the so-called culture of the "Gilded Age." We will also pay close attention to the most important mid- and late-nineteenth-century cultural and socio-political transformations that concern the literature of this period.

Texts: Most of the relevant authors are contained in the Norton and Heath anthologies of American Literature. For an introductory reading, see Emory Elliot, *Columbia Literary History of the United States*, part 3. For more in-depth background reading, see Sacvan Bercovitch, *Cambridge History of American Literature*, vols. 3 and 4.

2.5 Vorlesung Kulturwissenschaft

Lecture Series: Theory in Action - How Literary Theory Works

Dr. P. Löffler

Mon, 6:15 - 7:45, Neue Uni HS 14

Description see page 11.

Overview of Key Concepts of the Study of Culture

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

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

Requirements: Regular attendance, response paper.

Gegenwartsliteratur und Zeitdiagnostik

Ringvorlesung

Tue, 6:15 - 7:45, Neue Uni HS 14

Die Veranstaltungsreihe richtet sich an literatur- und zeitgeschichtlich interessierte Zuhörerinnen und Zuhörer aller Disziplinen.

Seit jeher haben sich Intellektuelle, Sozialwissenschaftler und Zeithistoriker für die Beschreibung der gesellschaftlichen Realität nicht nur auf empirische Beobachtungen gestützt, sondern den deskriptiven Gehalt sowie die analytische Tiefenschärfe der fiktionalen Literatur der bürgerlichen Epoche, vor allem des Romans, zu nutzen versucht. Für die Jetztzeit werden in zeithistorischen und sozialwissenschaftlichen Studien die Werke von Autoren wie etwa Michel Houellebecq als Quelle für die Beschreibung eines bestimmten „Geist der Zeiten“ verwendet.

Die Neuphilologische Fakultät unternimmt mit der Reihe den Versuch, an diese Tradition anzuknüpfen und über die disziplinären Grenzen hinweg das

sozioanalytische Potential literarischer Texte für die Diagnostik der heutigen Zeit zu nutzen. Das Konzept der Veranstaltungsreihe sieht der Zielsetzung entsprechend 13 Beiträge vor, in denen jeweils ein Literaturwissenschaftler und ein Vertreter einer geschichts- oder gesellschaftswissenschaftlichen Disziplin über ein bekanntes und zeitgeschichtlich aussagekräftiges Werk der Gegenwartsliteratur referieren und gemeinsam mit dem Publikum diskutieren.

3. Einführungsveranstaltungen

3.1 Einführung Sprachwissenschaft

Introduction to English Linguistics

Dr. M. Isermann

Wed, 11:15 - 12:45, 110

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

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

Course requirements: Regular attendance of both lecture and tutorial as well as preparation/homework and a final written test.

Für den Scheinerwerb ist die Teilnahme an den Begleittutorien erforderlich, zu denen Sie sich vor Semesterbeginn online anmelden müssen. Die Termine der Tutorien standen am Redaktionsschluss dieses Dokuments noch nicht fest. Bitte informieren Sie sich rechtzeitig auf den Internetseiten des Instituts.

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

3.2 Einführung Literaturwissenschaft

Introduction to Literary Studies

Prof. Dr. D. Schloss

Mon, 2:15 - 3:45, Neue Uni HS 10

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

There will also be an accompanying tutorial where advanced students will discuss with you the key issues of this lecture and introduce you to the technical skills and research tools you need in your course of studies. This lecture will be in English,

and it will conclude with a written exam.

Texts: Our main literary texts are William Shakespeare's *Hamlet* (Arden Edition) and Henry James's *The Turn of the Screw* (Norton Critical Editions). You should also obtain a copy of Vera and Ansgar Nünning's *An Introduction to the Study of English and American Literature* (Klett). Additional texts will be provided on the University's e-learning platform during the term.

4. Proseminare

4.1 Fundamentals of Research and Writing

C. Burmedi

Tue, 2:15 - 3:45, 122

Students in older degree programs needing the 2 LP course "Fundamentals of Research and Writing" can receive that credit by attending the first seven sessions (October 18 - December 6) of the "Principles of Research and Writing" and turning in a written portfolio for a pass/fail grade. Students in the new BA wishing to take the "English in Use" course "Principles of Research and Writing" (4 LP) will spend the entire semester exploring and practicing the principles introduced in the first half. They will be required to turn in a written portfolio and take an in-class final examination.

4.2 Proseminar I Sprachwissenschaft

Im/Politeness in Discourse

E. Avcu

Sat, 30.07.2016, 10am - 3pm,
Fri and Sat, 16./17.09.2016, 9am – 5pm,
Sat, 24.09.2016 9am - 5pm.
Room 108

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

In the first half of the course, we will give a brief introduction into the central models of im/politeness (Leech, Brown and Levinson, and Watts). The second half of the course will deal with practical explorations into im/politeness in discourse, such as im/politeness in TV shows, literature or the classroom.

In the first session, we will provide a detailed reading list as well as further details on how the course is organised. Please register via email to elif_avcu@gmx.de by 27.07.2016.

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

Pragmatics

M. Eller

Thu, 2:15 - 3:45, 115

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

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

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

English Phraseology

Dr. J. Schultz

Wed, 2:15 - 3:45, 110

This seminar will concentrate on one of the most fascinating aspects of language: phraseology. Comprising phrases and idioms such as, for instance, *to let the cat out of the bag* or *to have butterflies in your stomach*, phraseological units may render a speech or a piece of writing more expressive, vivid and picturesque. Due to their often unpredictable meanings and their implications these items are considered problematic, especially for learners of English as a foreign language. The aim of this seminar is to give students a rounded picture of the inventory of idioms and phrases commonly used in English. Participants will be introduced to the most essential theoretical approaches to phraseology as a linguistic discipline. The focus of this course will be on the functions of phraseological units in discourse. In addition, we will look at the insights these units may provide into the history of a speech community and its culture.

Texts: Fiedler, S. (2007): *English Phraseology*. Tübingen: Narr.

Notions of Linguistic Identities

J. Smith

Tue, 9:00 - 11:00, 108

“A self is probably the most impressive work of art we ever produce, surely the most intricate.” (Bruner 2003 [2002]: 14) Investigating identity – “who are we, why are we and how are we?” – is at the heart of countless literary, narratological, stylistic, pragmatic and (socio)linguistic research studies. Yet, while it is so vital to investigate the concept of identity, it is equally complex to find research methodologies that may provide adequate answers to the questions raised above. Drawing primarily on methods from corpus linguistics, pragmatics and sociolinguistics, this course will focus on critically reflecting on the notion of ‘identity’ from a linguistic standpoint. While providing a systematic overview of state of the art research, students will also be introduced to fundamental issues of research design in order to be able to conduct their own investigations of ‘notions of linguistic identity/identities’.

Corpus Linguistics

J. Smith

Tue, 11:15 - 12:45, 115

With the rise of Digital Humanities, today’s technological possibilities, and the overwhelming recent focus on Big Data in academia, the analysis of corpora, i.e. large data sets consisting of naturally occurring language samples, has become all the more relevant for state-of-the-art linguistic research. They enable linguists to conduct and develop projects in fields of research as versatile as second or first language acquisition, (critical) discourse analysis, or the historical development of certain features in the English language, such as tracing processes of grammaticalisation but also instantiations of “the social life of cultural value” (Agha 2003, “enregisterment”).

In this course, we will discuss the emergence and (recent) developments in corpus linguistics as well as introduce corpus linguistic tools in order to enable students to investigate their own research questions. Creative and individual research ideas are encouraged and technical support will be provided. Furthermore, we will focus on fundamental questions of research design.

Selected Topics in English Syntax

Priv.-Doz. Dr. F. Polzenhagen

Thu, 2:15 - 3:45, 114

The overall aim of this course is to look at and analyse syntactic structures as the manifestation of fundamental cognitive and functional principles.

The focus of the first part lies on various instances of grammaticalisation. First, we will look at grammatical categories of the English verb that express, broadly speaking, temporal relations, i.e. the so-called Tense-Aspect-System of English. Then, we will deal with the expression of negation in English. Issues that will be addressed include ‘incorporated negation’, ‘contrastive negation’ and ‘negative polarity’. The course proceeds with a discussion of do-support.

In the second part of the course, we will look at syntactic features of English from the perspective of information structure. We will discuss passive and passive-like constructions, cleft constructions and various word-order phenomena against the background of functional sentence perspective.

The theoretical concepts underlying the third part of the course include the cognitive-linguistic notions of ‘event schemas’ and ‘construction’, and we will look at the syntactic realisation of these schematic patterns.

Varieties of English in America

Priv.-Doz. Dr. N. Nesselhauf Mon, 2:15 - 3:45, 115

English in America comes in various shapes and sizes. What is often referred to as “American English” alone comes in a number of regional and social dialects, which we will investigate more closely in this seminar. In addition to these, we are going to consider other varieties of English spoken in the USA, such as African American English and Hispanic English. A further important focus of the course will be varieties of English found outside of the USA, including English-based creoles spoken in the Caribbean. As we will thus be dealing with different types of varieties, we will need to discuss a number of theoretical concepts and models relevant in the field of variety studies. The individual varieties will be studied in depth with respect to their structural features, with a particular emphasis on phonetics / phonology and syntax, and with respect to possible origins of these features.

On the methodological side, students will learn how to conduct empirical linguistic analyses, in particular on the basis of computerized corpora. The seminar papers (including preparatory posters) will be based on the students’ own small research projects (deadline 6 March 2017).

Texts: Recommended introductory reading: “Regional variation” in David Crystal (1995): *The Cambridge Encyclopedia of the English Language*. Cambridge: CUP, 298-363.

4.3 Proseminar II historische Sprachwissenschaft (Überblick)

Introduction to the History of English

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

In this Proseminar II, we will not limit ourselves to a particular historical period of English, but rather try to trace the development of the language 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 of the language of the respective periods (phonology, grammar, and lexis) and the historical and socio-cultural background that contributed to shaping the language.

Requirements: Oral report and final exam

Texts: Baugh, Albert C. & Thomas Cable, 2013. *A History of the English Language*. 6th ed. London & New York: Routledge.

Introduction to the History of English

Priv.-Doz. Dr. S. Mollin Mon, 2:15 - 3:45, 113

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. F. Polzenhagen Tue, 2:15 - 3:45, 110

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

deal with historical dialects and with the issue of standardisation.

Introduction to the History of English

Priv.-Doz. Dr. S. Mollin

Thu, 11:15 - 12:45, 112

This class offers an introduction to the historical development of English. Beginning with the Germanic origins of the language, we will consider its development in phonology, grammar and lexis through Old English, Middle English, Early Modern English and Late Modern English, making reference to the Standard English we know today. A special focus will lie on the social and cultural background to the linguistic changes that English has undergone, on the mechanisms of language change, and on questions of data in historical linguistics.

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

4.4 Proseminar II historische Sprachwissenschaft (Periode)

Introduction to Early Modern English

Dr. M. Isermann

Wed, 2:15 - 3:45, 115

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

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

An Introduction to Old English

Dr. E. Hänßgen

Mon, 11:15 - 12:45, 116

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

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

Texts: Kursbuch: Weimann, Klaus. ³1995. *Einführung ins Altenglische*. Uni-Taschenbücher, 1210. Heidelberg; Wiesbaden: Quelle & Meyer. (s. Lehrbuchsammlung und Reader in der Seminarbibliothek). Recommended Reading: Baugh, Albert C., und Thomas Cable. ⁶2013. *A History of the English Language*. London: Routledge. 14-121.

Introduction to Middle English

V. Mohr

Wed, 9:15 - 10:45, 114

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

Zunächst werden allgemeine Methoden der sprachgeschichtlichen Rekonstruktion vorgestellt und deren Möglichkeiten und Grenzen einer kritischen Betrachtung unterzogen. Durch kontinuierliches Anwenden dieser Methoden auf Texte von Chaucer gewinnen die Teilnehmenden Einsichten in Aspekte des Vokalismus und Konsonantismus, untersuchen die Betonungsmuster mehrsilbiger Wortformen und erkennen dabei, wie Chaucer sich die sprachliche Variation seiner Zeit zur metrisch-rhythmischen Gestaltung seiner Texte zunutze macht. Anhand einer Vielzahl von Hinweisen auf gegenwärtige Varietäten des Englischen, insbesondere konservative Regionaldialekte, werden die Teilnehmenden auf Spuren des Mittelenglischen aufmerksam gemacht. Weiterhin sollen die Studierenden wesentliche Charakteristika des Gegenwartsenglischen, insbesondere dessen vertikale Schichtung und dissoziativen Charakter sowie Aspekte dessen Flexionssystems, als Folgen von lexikalischen Entlehnungen und Lautwandel darstellen und bewerten können.

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

4.5 Proseminar II moderne Sprachwissenschaft

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

Metaphor: Practical Explorations

Prof. Dr. Z. Kövecses

This course takes place in block sessions:

Lecture component: (19/01/17) 16:00 - 19:00,
(23/01/17) 16:00 - 19:00, (26/01/17) 16:00 -
19:00, (30/01/17) 16:00 – 19:00, Workshop
component: (18/01/17) 16:00 - 20:00,
(23/01/17) 09:30 - 13:30, (25/01/17) 16:00 -
20:00, (30/01/17) 09:30 - 13:30,

Raum: n:n

This course has two components. The first one is a series of 4 lectures that provide a review of current issues in the theory of cognitive metaphor and metonymy, focussing on the role and the dimensions of context. In the second component, we will dive into practical applications of cognitive metaphor and metonymy in various natural discourse domains. A broad range of empirical studies in the fields of metaphor and culture, metaphor and emotions, metaphor in political discourse and metaphor in health discourse will form the background against which participants will carry out their own small-scale empirical research projects. The second component will be organized as a workshop. After the first introductory sessions, students will be working in groups on one of the topics mentioned above. Each group is expected to give two presentations: a short report on previous empirical work in their field of interest and, later on in the course, the first results of a pilot study for their practical research paper for discussion in class.

Note: This course takes place in block sessions. The course is also open for students who need credits for Proseminar I.

Registration: via sekretariat.kleinke@as.uni-heidelberg.de

Gender in Public Discourse

Prof. Dr. S. Kleinke

Wed, 11:15 - 12:45, 108

Linguistic gender studies are concerned with the socio-linguistic variation associated with speakers' gender, the construction of gender identities and gender-related stereotypes. Therefore the representation of women and men in public discourse has always been an important topic in gender research. During this course we want to look at what the popular images of women's and men's language are,

how they relate to gender-related differences in natural language use, and in what ways gender-related stereotypes are constructed, perpetuated and contested. In order to do so we will analyse texts from different areas of public discourse (proverbs, jokes, media discourse, fictional and non-fictional texts). Each participant is expected to present a short practical research paper for discussion in class.

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

Texts: Recommended for introductory reading:

Litosseliti, Lia (2006): *Gender and Language: Theory and Practice*. London and New York: Routledge. Chapter 1.

4.6 Proseminar I Literaturwissenschaft

Globalisation and Climate Change in Contemporary British Drama

Dr. E. Redling

Thu, 11:15 - 12:45, 110

Contemporary British drama is thriving. New plays are being written and produced at a breath-taking pace. Thus, British drama is often able to respond to current events. In this course we will explore recent plays dealing with globalisation and climate change. We will particularly examine their political and ethical discussions as well as their aesthetic techniques. While focusing on current plays, we will also look at the genre of drama from a more general and diachronic perspective.

Texts: There will be a reader.

Writing the Real: The Politics of World-Making in Contemporary American Literature

M. Drescher Tue, 4:15 - 5:45, 108

This PS I will focus on contemporary U.S. American literature and elaborate on literature's ability to construct and critique reality. We will peruse *Zone One* by Colson Whitehead, *Station Eleven* by Emily St. John Mandel and *A Questionable Shape* by Bennett Sims so as to understand how narratives (re)shape, shatter, and (re)furbish fundamental cultural values and norms. How do texts construct reality? How are norms and values shaped by narratives? What do contemporary texts tell us about American culture and politics? Students will obtain and read the following novels: Whitehead: *Zone One* (2012, Vintage); St John Mandel: *Station Eleven* (2015, Picador); Sims: *A Questionable Shape* (2014, Oneworld Publications).

This course will further the students' understanding of (North) American literary

culture and politics and offer a fundamental introduction to cultural and critical theory. An in-class presentation and a term paper are required for those who wish to receive credit. This class is limited to 20 students; auditing depends on the number of registrations. Questions: <michael.drescher@as.uni-heidelberg.de>.

Introduction to the Study of Fiction: 18th Century Prose Fiction

G. Heil

Wed, 2:15 - 3:45, 116

In this Proseminar we will be concerned with the interpretation of narrative texts. In the Introduction to the Study of Literature lecture you have already touched upon the main points of how to deal with a host of different genres; here we will refine this knowledge and apply it to the interpretation and analysis of three classic novels.

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

Especially for the genre of prose fiction the 18th century can be seen as a constituting century. Not only did it see the rise of the 'novel' as a new and immensely important genre, it furthermore can be seen as a time in which different concepts of how to narrate a fictitious story in prose became a matter of debate, experimentation and innovation.

In order to get an insight into different genres and narratological concepts of the novel and to compare and contrast ways of writing, we will discuss

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

Texts: Please acquire and read the three novels

Introduction to the Study of Fiction: Victorian Science Fiction

B. Woodley

Tue, 10:00 - 12:15, 333

ATTENTION: this seminar will have extended sessions but end at Christmas – an ideal course for erasmus students or students with multiple exams at semester close!

Are you the type of person who always wondered how Victorians got through those

long winter evenings without getting bored by reading nothing but novels about the countless love stories of all the Janes, Helens and Margarets? Well, they didn't! They also read books about time travel, alien space ships and pandemic diseases. In fact, the 19th century was a milestone in the development of science fiction. Some scholars, such as George Slusser, even say it was the beginning of the genre and, considering the Victorian Age saw the emancipation of science, this is hardly surprising. From Mary Shelley's *Frankenstein* (1818) to H.G. Wells' *War of the Worlds* (1898), the 19th century spawned a host of science fiction classics that never ceased to fascinate readers. But more than just entertaining, the novels also point a finger at the dangers of science, the vices of society or the future of religion.

This seminar has a twofold aim: the first is to deepen the knowledge in the field of the study of literature which has been acquired in the *Introductory Lecture* by applying it specifically to Victorian science fiction. The second goal is to get an overview of Victorian culture through the lens offered us by science fiction as a Victorian genre. Guides for our joint venture to the Great 19th Century will be Mary Shelley's *Frankenstein*, Samuel Butler's *Erewhon*, and H. G. Wells' *The Time Machine*. Please make sure you have read the novels before the start of term.

For further questions, please feel free to send an e-mail to:
bernard.woodley@as.uni-heidelberg.de

Primary Texts:

- Mary Shelley, *Frankenstein* [1818]
- Samuel Butler, *Erewhon* [1872]
- H. G. Wells, *The Time Machine* [1895]

Recommended Secondary Reading:

- Booker, M. Keith & Thomas, Anne-Marie. *The Science Fiction Handbook*. Oxford: Wiley-Blackwell, 2009. Print.
- Slusser, George. "The Origin of Science Fiction." *A Companion to Science Fiction*. Blackwell Publishing, 2005. Web.

Einführung zu G.B. Shaw

Dr. K. Hertel

Thu, 9:15 - 10:45, 112

This course is intended as an introduction to the analysis of drama as well as to the art of George Bernard Shaw, the Irish-born author who became a prolific 'English' or 'Anglo-Irish' playwright at the beginning of the last century.

In the course of the semester, we will be looking at Shaw the person, the admirer of Ibsen, Shaw the Fabian and freethinker, who left a remarkable trace in the landscape of 20th century English theatre.

The plays chosen for a close reading are: *Mrs. Warren's Profession* (1902), *Major Barbara* (1905) and the well-known play *Pygmalion* (1913), which was adapted as a musical decades later.

Texts: Please read all three texts in the Penguin editions for the first session of class.

Introduction to the Study of Fiction: Black British Bildungsroman

C. Earnshaw

Tue, 9:15 - 10:45, 116

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

In this course, we will focus particularly on the so-called second-and third generation of writers (i.e. writers who were born in Britain but whose parents immigrated to England), but of course also look at the historical contexts and the development of the Bildungsroman genre in and before Black British literature.

On the basis of our two main works, Meera Syal's *Anita and Me* (1996) and Andrea Levy's *Fruit of the Lemon* (1999), we will not only explore the various themes, forms and motifs of this fascinating genre, but we will also use the novels to practice your close reading and interpretation skills.

Texts: Please read before the beginning of term:

- Meera Syal *Anita and Me*
- Andrea Levy *Fruit of the Lemon*

Herman Melville's Short Fiction

Dr. E. Hänßgen

Fri, 11:15 - 12:45, 116

This course will focus on short fiction by one of the major writers of the American Renaissance, Herman Melville (1819-1891). It will cover a selection of his short fiction and focus mostly his three “Killer B's” – “Bartleby, The Scrivener” (1853), “Benito Cereno” (1855) and *Billy Budd, Sailor* (posthumously published in 1924) – in terms of aspects of genre and prose analysis. We will also explore biographical and cultural backgrounds of the texts.

In dealing with Melville's short fiction, we will try to grasp the “great power of blackness” that Melville so admired in the work of his fellow writer and friend

Nathaniel Hawthorne and that is also a characteristic of his own. His focus on the dark side of human nature and society gives a twist to this typically American genre.

Texts: Melville, Herman. *Melville's Short Novels: Authoritative Text, Contexts, Criticism*. Ed Dan McCall. A Norton Critical Edition. New York, 2002. A selection of short stories will be available in our department library in September.

Anglophone Short Stories: Theory, History, Teaching Practice

Priv.-Doz. Dr. J. Rupp

Wed, 11:15 - 12:45, 114

A 'poor relation of the novel' – this has been a frequent but hardly ever adequate epithet of the short story. The 2013 Nobel Prize for literature, awarded to the Canadian short story writer Alice Munro, is only the most prominent event in the genre's recent renaissance, testified also by a range of new anthologies and the growing popularity of the short story with well-known novelists. In our fast-paced and media-driven world of changing attention spans, the short story is arguably turning into a quintessentially 21st-century form, easily read within the space of a bus or train ride and registering the kind of immersive experience we can afford. Moreover, in the EFL classroom the short story has been a very versatile and effective genre, helping to cover the expansive landscape of Anglophone literatures around the world and catering to different levels of language-learning and literary literacy.

This seminar will serve as an introduction to the theory, history, and didactics of the short story, based on a wide range of texts from 'classics' by Katherine Mansfield and James Joyce to more recent works of contemporary postcolonial and postmodern writing. Throughout, we will study shifting narrative styles and cultural functions of the short story, as well as questions of canonicity and the literature curriculum. Students enrolled in the new BA will be able to acquire 2 LP Fachdidaktik as additional credits in this literary studies seminar by handing in extra coursework on aspects of teaching short stories.

Primary Reading: *Short Short Stories Universal: Thirty Stories from the English-speaking World*. Ed. Reinhard M. Nischik. Stuttgart: Reclam, 1993.

Britain Rewritten. Stories of a Multi-ethnic Nation. Ed. Barbara Korte and Eva Ulrike Pirker. Stuttgart: Reclam, 2007. Additional texts will be made available in a course reader. What is your own favourite short story and why? Bring it along to our first seminar!

Secondary Reading: Barbara Korte. *The Short Story in Britain: A Historical Sketch and Anthology*. Tübingen: Francke, 2007. Issue "Teaching Short Stories", *Unterricht Englisch* 39 (1999).

4.7 Proseminar II Literaturwissenschaft

The American Renaissance

Dr. P. Löffler

Mon, 4:15 - 5:45, 108

The American Renaissance is a term coined by the literary critic F.O. Matthiessen in 1941 in a book with the same title. He invented it to refer to the great works of the 1850s as an assumed expression of the democratic spirit pervading the young American Nation. Today, the authors associated with the American Renaissance still belong to an American literary high culture, defining popular and academic constructions of the 1840s and 1850s as a literary era.

The goal of this course is twofold: On the one hand, we will read major works of that period and contextualize them within the literary world of America during the antebellum years. Our examples will include a selection of essays by Ralph Waldo Emerson, Henry David Thoreau's *Walden*, Herman Melville's *Moby Dick*, and Walt Whitman's *Leaves of Grass*. On the other hand, we will look at the construction of the American Renaissance as a theoretical challenge to the writing of literary history: Who else wrote literature in the 1840s and 1850s but did not make it into the American Renaissance canon? Why was Matthiessen's invention of the term so successful? What are alternative ways to think about the antebellum years as a literary era?

Texts:

- *Walden, Civil Disobedience and Other Writings* (Norton)
- *Moby Dick* (Norton)
- *Leaves of Grass* (Norton)

Women Novelists of the 19th Century

Dr. H. Grundmann

Tue, 4:15 - 5:45, 112

In this course, we will cover the novels of some of the most celebrated nineteenth-century British writers: Charlotte and Emily Brontë, as well as Jane Austen and Elizabeth Gaskell. We will consider how their gender affects what they write as well as the traditions – from Neoclassicism to Romanticism – in which they stand. We shall also discuss the values and issues of the period in which they write and the evolution of the genre of the novel. Film versions of the novels will be included, as time permits.

Texts: Jane Austen, *Pride and Prejudice*, Penguin Classics, 2014; Emily Brontë, *Wuthering Heights*, Penguin Classics, 2003; Charlotte Brontë, *Jane Eyre*, Penguin Classics, 2006; Elizabeth Gaskell, *North and South*. Penguin Classics 2003.

Literature & Film: Jane Austen's Mansfield Park (block seminar)

Dr. K. Hertel

Tue, 2:15 - 5:15, 113

How often have you been to the cinema and, after watching an adaptation of a well-known literary text, bemoaned the fact that the film was “not good”, not very close to the original, not near to what you had imagined it might or should be like? Here we are already at the centre of a discussion concerning the question: what makes a good adaptation and how important is it for film as an independent genre and art form to be “close” to any given source text? In the course of the semester we will be dealing with all of these and further questions concerning the art of adaptation by combining the close reading of the literary text with the analysis of the respective text-to-screen adaptations.

We will start the semester off by looking at the historical and literary context of English Romanticism, in order to be able to place Jane Austen's work accordingly, before we will focus on a close reading of her novel *Mansfield Park*. After an excursion into the world of film studies, film semiotics and the basic tools for film analysis, we will finally analyse two film versions chosen for this course:

Mansfield Park dir. by Patricia Rozema, starring Hannah Taylor-Gordon and Amelia Warner (1999) and the TV movie by Iain B. MacDonald, *Jane Austen's Mansfield Park* (Company Pictures 2007).

The class will be held in 8 blocks of 4-hour sessions.

Texts: Participants are asked to have read *Mansfield Park* by the beginning of the winter term **in the Oxford-World-Classics edition**.

J. D. Salinger, *The Catcher in the Rye* and Short Fiction

Dr. E. Hänßgen

Wed, 11:15 - 12:45, 116

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

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

was traumatized by experiencing combat and the liberation of Nazi concentration camps.

Texts:

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

Recent American Novels

Dr. H. Jakubzik

Wed, 11:15 - 12:45, 115

We will read two novels that envision the future of America – Dave Eggers' *The Circle* (2013) and Don DeLillo's *Zero K* (2016) – and two that present lives of the less privileged (Philip Meyer's *American Rust* (2013) and Atticus Lish's *Preparation for The Next Life* (2015).

Do these add up to a coherent vision of current America?

Please read these four novels before the semester begins. We will read an additional novel or two during the semester.

Reading and Teaching Life-Writing in Literature and Other Media

Priv.-Doz. Dr. J. Rupp

Wed, 4:15 - 5:45, 113

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

This seminar will centre on three major readings, alongside a range of additional examples which will also include new digital genres such as blogs. Didactic potentials of the texts studied will be discussed throughout, and we will place particular emphasis on perspectives of gender, postcoloniality and new media as these come to inflect historically shifting forms of life-writing and self-narration. Students enrolled in the new BA will be able to acquire 2 LP Fachdidaktik as additional credits in this literary studies seminar by handing in extra coursework on

aspects of teaching life-writing.

Primary Reading: Additional texts will be made available in a course reader.

- Jackie Kay. *Red Dust Road*. London: Picador, 2010.
- Jamaica Kincaid. *The Autobiography of My Mother*. New York: Farrar, Straus & Giroux, 1996.
- V.S. Naipaul. *The Enigma of Arrival*. London: Viking, 1987.

Secondary Reading:

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

Modernism

Dr. E. Redling

Thu, 4:15 - 5:45, 108

Modernism is often said to begin in the late 1800s or early 1900s, but it arguably reached its heyday in the 1910s-30s. At that time writers and artists in Europe, the US – and beyond – created and published an immense number of highly innovative works that, for example, displayed the following features: destabilisation and fragmentation of ‘reality’; internalised or interior perception; multiple perspectives or view-points; non-linear time; self-consciousness or irony; classical or mythic forms refashioned or made new.

World War 1 is often seen as a starting event of this heyday of Modernism. However, precursors may be seen in late fiction of Henry James and Joseph Conrad, poetry of Charles Baudelaire and Arthur Rimbaud, or Impressionist paintings by Manet or Monet.

In this course we will discuss the complex cultural and literary contexts and will particularly focus on works written by James Joyce, T.S. Eliot, Virginia Woolf, and Samuel Beckett, who is often regarded as ‘the last modernist.’ As this list already suggests, we will take a look at fiction, poetry and drama during the period of Modernism.

Texts: There will be a reader. But in addition, please BUY AND READ before the start of the course:

- Joyce, James. *Dubliners*. Ed. Margot Norris. New York/London: Norton, 2006. (ISBN 978-0393978513)

- Woolf, Virginia. *Mrs Dalloway*. Eds. Stella McNichol and Elaine Showalter. London: Penguin, 2000. (ISBN 978-0141182490)
- Beckett, Samuel. *Waiting for Godot*. Ed. Mary Bryden. London: Faber and Faber, 2009. (ISBN 978-0571244591)

4.8 Proseminar I Kulturwissenschaft (anwendungsorientiert)/Landeskunde

British Institutions – A History (1835-1990)

M. Shiels

Wed, 11:15 - 12:45, 122

This course takes up the story of Britain after the defeat of Napoleon and the Congress of Vienna. It aims to narrate the political, economic, social and cultural transformations brought about by Victorian imperialism, two world wars and a new global and European order. We will focus on a limited (and therefore biased) selection of events, ideas and persons in order to understand their particular contribution to the greater historical overview.

This course is only open to students who need the ‘Schein’/credit points. Regular attendance is required from day one. This course will be useful if you are studying for a teaching qualification.

Texts: Materials will be distributed during course sessions

A Short History of Scotland

B. Gaston

Mon, 2:15 - 3:45, 108

Try this: how many kings (and queens) of England can you name? And now: how many kings (and queens) of Scotland? Scottish history is often treated as an adjunct to British history, and yet Scotland was an independent country for a much longer period of time than it has been one of the parts of the United Kingdom. This course aims to give an overview of the whole of Scottish history and thereby (hopefully!) redress the anglocentric bias of much history teaching.

Texts: A reading list will be provided in the first session. If you can't wait, then the departmental library has plenty of books on the topic.

Introduction to the Study of British Culture

Prof. Dr. V. Nünning

Mon, 2:15–3:45, 112

This course aims at providing a rough framework of crucial periods in British

(anwendungsorientiert)/Landeskunde

history and a set of categories you can use in order to continue the study of British culture on your own. We will proceed by examining a number of examples, exploring three interesting periods in British cultural history and study a few important developments in a variety of fields ranging from social history to the history of mentalities. We will begin by concentrating on the “Elizabethan Age”, focussing on aspects concerning the Queen and “Governour” (not “Head”!) of the Anglican Church, continue with a study of key issues of the late 18th century, and then look at important social developments in the wake of the Industrial Revolution. Throughout the course, we will employ categories for the study of culture (such as intersectionality) in order to gain insight into cultural developments. We will also study excerpts of historical sources, which will be made available in the ‘Handapparat’. Please note that the PS will start in the second week of term as the first week is ‘Prüfungswoche’.

Emigration and the Irish

D. O'Brien

Thu, 11:15 - 12:45, 108

Emigration has been part and parcel of Irish life and history from earliest times. It begins with the Irish *peregrini* in early medieval times, who brought the light of learning to Europe in the Dark Ages, and continues with *The Flight of the Earls* and *The Wild Geese* in the 17th century, who left the country due to political upheavals, with the former heralding the end of Gaelic society in Ireland. Modern emigration is considered to begin with the starving masses who fled Ireland to America and Australia after the *Great Famine* in the 19th century, and their tradition was continued by the modern emigrants to Britain in the 1950's and to Europe and the States in the 1980's. Emigration had, until the mid-1990s, been considered a tradition and, at times, a necessary evil in Ireland. With the advent of the *Celtic Tiger*, this all changed and, for the first time in its history, Ireland became a land of immigration (and a land of racism and discrimination). Sadly, with the demise of the Celtic Tiger and the recent banking and economic crisis, emigration has become part of daily life in contemporary Ireland once again. This course will examine the political, social and religious reasons for emigration against the background of Irish history. How the emigration experience has been documented in music, song, and film will also be briefly highlighted.

Texts:

- Coogan, Tim Pat (2000). *Wherever the Green is Worn: The Story of the Irish Diaspora*. London: Hutchinson.
- Culligan, Matthew, J., P. Cherici (2000). *The Wandering Irish in Europe. Their Influence from the Dark Ages to Modern Times*. London: Constable.
- Ferriter, Diarmaid (2004). *The Transformation of Ireland, 1900-2000*. London: Profile Books.
- Fitzgerald, Patrick and Brian Lambkin (2008). *Migration in Irish History*,

1607-2007. Basingstoke: Palgrave Macmillan

- King, William (2008). *Leaving Ardglass*. Dublin: Lilliput Press.
- King, William (2013). *Is That All There Is?* Dublin: Lilliput Press.
- Mackay, James P. (ed.) (1994). *The Cultures of Europe*. The Irish Contribution. Belfast: The Queen's University of Belfast: The Institute of Irish Studies.
- O'Connor, Joseph (2003). *Star of the Sea*. London: Vintage.
- O'Connor, Joseph (2008). *Redemption Falls*. London: Vintage.
- Woods, Peter (2003). *Hard Shoulder*. Dublin: New Island.

The United States in the 1960's

Dr. S. Bloom

Mon, 9:15 - 10:45, 116

In an attempt to understand the sixties in the United States, we will concentrate on the following slogans: “we shall overcome”, “make love, not war”, “do your own thing”, “don't trust anyone over 30”, “sisterhood is powerful” “the personal is political” and “out of the closet now.” Students will be asked to read a number of contemporary documents in addition to William O'Neill's *Coming Apart* (1971).

4.9 Proseminar I Kulturwissenschaft (theoretisch)

Writing the Real: The Politics of World-Making in Contemporary American Literature

M. Drescher

Tue, 4:15 - 5:45, 108

Description see page 25.

4.10 Proseminar II Kulturwissenschaft/Landeskunde

American Culture of the Progressive Era

Priv.-Doz. Dr. M. Peterfy

Tue, 2:15 - 3:45, 333

The Progressive Era is generally considered a period in American history between the 1890s and the beginning of WW I. After the so-called “closing of the frontier”, this age was marked by a number of developments the results of which are right at the center of American life today. Reforms and the establishment of various state and non-government organizations led to the formation of a modern, imperialist, and industrial society. At the same time, statements and historical comments about the Progressive Era help us to better understand how the culture of the United States moved into the 20th century.

Requirements: Regular attendance, preparation of readings, participation in classroom discussions, oral presentation, final test OR research paper.

Texts: Please read Upton Sinclair's *The Jungle* before the semester and buy the *Course Reader* with additional texts, available at the Copy Corner.

Discourses of the Body in the Gilded Age and the Beginning of the Twentieth Century

Priv.-Doz. Dr. M. Peterfy Thu, 2:15 - 3:45, 116

Description see page 30.

Women Novelists of the 19th Century

Dr. H. Grundmann Tue, 4:15 - 5:45, 112

Description see page 30.

Literature & Film: Jane Austen's Mansfield Park (block seminar)

Dr. K. Hertel Tue, 2:15 - 5:15, 113

Description see page 31.

J. D. Salinger, *The Catcher in the Rye* and Short Fiction

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

Description see page 31.

Recent American Novels

Dr. H. Jakubzik Wed, 11:15 - 12:45, 115

Description see page 32.

Reading and Teaching Life-Writing in Literature and Other Media

Priv.-Doz. Dr. J. Rupp Wed, 4:15 - 5:45, 113

Description see page 32.

Modernism

Dr. E. Redling

Thu, 4:15 - 5:45, 108

Description see page 33.

Star Trek

C. Burmedi

Tue, 9:15 - 12:45, 110

Star Trek: Rewriting the Past in the Future The *Star Trek* phenomenon now spans five television series and thirteen movies over five decades. But beyond being a pop-culture icon in its own right, *Star Trek* has continually grappled with contemporary issues in American society. By creating a Utopian, futuristic world, Roddenberry and his successors were able to boldly explore controversial social and political themes in a non-threatening setting. In this seminar we will focus on episodes in which *Star Trek* grapples with (and tries to make amends for?) the Vietnam War, racism, and America's treatment of its indigenous population.

5. Proseminare III

Sprach/Literaturwissenschaft

Studierende im BA English Studies können in allen Hauptseminaren auch Proseminar III-Scheine erwerben. Es gilt wie beim Hauptseminar persönliche Anmeldung (wo in der Kursbeschreibung nicht anders festgelegt).

6. Hauptseminare

6.1 Hauptseminare Sprachwissenschaft

American English

Prof. Dr. Z. Kövecses

This course takes place in block sessions:

(20/01/17) 10:00 – 13:30 and 14:30 – 18:30

(21/01/17) 10:00 – 13:30 and 14:30 – 18:30

(27/01/17) 10:00 – 13:30 and 14:30 – 18:30

(28/01/17) 10:00 – 13:30 and 14:30 – 18:30

Raum: n:n:

English, and especially American English, has become the most significant world language. How can we explain its significance? This is an issue that has not been explored in the depth that it deserves. Like any other language, American English has its own history, it displays a great deal of variation, and it is characterized by a number of important language debates. While all of these make American English unique, they do not provide an answer to our question. The success of American English should be sought elsewhere. We propose that one major reason for the success of American English can be found in the intellectual traditions that have shaped it over the centuries.

The first half of the course offers a basic introduction to the study of American English. We will discuss such topics as differences between British and American English (pronunciation, spelling, vocabulary, grammar), the history of AE, varieties

of AE (regional, social, and stylistic variation), and American slang. In the second half of the course, we identify the most important reasons for the divergences between British and American English. We study the historical, social, philosophical-ideological, literary, etc. contexts in which American English emerged as a distinct variety of the English language.

Note: This course takes place in block sessions.

Registration: via <sekretariat.kleinke@as.uni-heidelberg.de>.

The Language of Shakespeare

Dr. K. Gather

Tue, 2.2.2017, 13-18 Uhr

Tue, 21.2. 2017, 13-18 Uhr

Fri, 10.3.:2017, 13-18 Uhr

Sat, 11.3.2017, 10-16 Uhr

Raum: n:n:

With Shakespeare's quatercentenary last year, many of the bard's dramatic pieces came to life again. Yet, the focus of Shakespeare's plays on stage is usually on the performance, rather than on the language. The purpose of this seminar is to examine the language of Shakespeare. The course will start with an overview of various aspects of Early Modern English, such as the progressing standardisation of the English language, the Great Vowel Shift, and the expansion of the lexicon. We will look at these phenomena against the background of the political and cultural conditions and developments in Early Modern England.

In a second step, we will analyse the language used in selected Shakespeare passages, focussing on the pronunciation, and on morphological, syntactic and prosodic features. This will be followed by a practical part in which the students will be asked to present passages from Shakespeare's plays in Early Modern English pronunciation and answer questions relating to linguistic features and developments. Term papers will be accepted on all linguistic topics dealing with Shakespeare's works and language. Diachronic and comparative studies are welcome, as well. Please contact me (kirsten.gather@uni-heidelberg.de) by September 30th, 2016 to sign up for the course.

Texts:

- Barber, Charles. 1997. *Early Modern English*. Edinburgh: Edinburgh University Press.
- Görlach, Manfred. 1991. *Introduction to Early Modern English*. Cambridge: Cambridge University Press.
- Lass, Roger (ed.). 2000. *The Cambridge History of the English Language Volume 3: 1476-1776*. Cambridge: Cambridge University Press.

- Nevalainen, Terttu. 2006. *An Introduction to Early Modern English*. Edinburgh: Edinburgh University Press.

Late Modern English

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

19th centuries, has recently become the focus of much scholarly attention. In this seminar, we are going to look at the state(s) and in particular the development of English in this period. In the first part of the seminar, we will concentrate on English in England; in the second part, other varieties that had emerged or were emerging in the relevant time span will also be considered. Throughout, we will explore all levels of language, from phonology and morphology to lexicology and discourse structure, with a particular focus on syntactic developments. Relevant textlinguistic and socio-cultural developments will also be taken into account. An important aim of the seminar is to gain insights into both internal and external mechanisms of language change.

On the methodological side, a major aim is to become acquainted with the corpus-linguistic approach to investigating language change. The seminar papers (including preparatory posters) will be based on the students' own research projects (deadline 13 March 2017).

Texts: Introductory Reading: Beal, Joan C. (2004). *English in Modern Times*. London: Arnold.

The Mental Lexicon

Priv.-Doz. Dr. S. Mollin Thu, 9:15 - 10:45, 108

This Hauptseminar will approach vocabulary from a psycholinguistic perspective, asking how the word storage of speakers in the mind is organised. We will begin with lexicological and psycholinguistic basics, covering the contents of lexical entries in the mental lexicon as well as how they are linked and accessed. We will consider psycholinguistic concepts such as spreading activation and priming in detail, and will also make a detour into neurolinguistics to see how much is known about processes in the brain connected to the mental lexicon. A further focus will lie on the storage and processing of multi-word phrases and what related findings reveal about language processing as a whole. The semester will end with discussions of the acquisition of the mental lexicon, both for children acquiring their first language as well as for later second-language learners and bilinguals. Throughout, we will read and discuss empirical psycholinguistic studies, focusing both on their findings and their methodology. To sign up, please send an e-mail to <sandra.mollin@as.uni-heidelberg.de>.

Linguistic Analysis

Dr. M. Isermann

Tue, 6:00 - 7:30, 108

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

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

Figurative Language in British Public Discourse: Metaphor, Irony and Sarcasm

Prof. Dr. A. Musolff

Mon, 10.10. to Fri, 2.10 2-6 pm, NU HS 06
(Grabengasse 3-5, 1.OG)

Wed, 7.10. and Thu, 20.10., 4-8 pm; Fri, 21.10.,
4-6 pm, AS R112

This seminar studies the role of figurative language in British political discourse, using both cognitive and discourse-analytical methodology. It consists of four main parts: 1) Introduction to Cognitive and Discourse-analytical methods to studying figurative language, specifically metaphor, irony and sarcasm 2) Empirical investigation of discourse data, using research corpora EUROMETA and BODYPOL 3) Cross-cultural understanding of metaphor, irony and sarcasm: participation in and experimental research on metaphor and irony/sarcasm interpretation 4) Reflection of methodological and theoretical implications of cross-cultural studies of figurative language. Coursework will involve in-class oral presentations with handouts and/or powerpoints, a written essay, analyses of empirical data of public discourse as well as their methodological and theoretical discussion. Coursework can focus on theoretical, methodological and thematic issues and involves corpus-based sample analysis of data. From British EUROMETA corpus, British BODYPOL corpus, and cross-cultural NATION-AS-BODY corpus. Material for corpus-analyses will be made available in class and in consultation with the course instructor. You can register for this class by e-mail at anmeldung.kleinke@as.uni-heidelberg.de

Face and Identity in Computer-mediated Discourse

Prof. Dr. S. Kleinke

Tue, 4:15 - 5:45, 110

The development of Computer-mediated Discourse (CMD) has radically changed our interactional practices during the last thirty years. The internet has developed a digital vernacular participants from diverse backgrounds use across a broad range of interactional floors to distribute, negotiate and contest their opinions. These practices also always include mechanisms of identity construction and the way we as speakers and addressees construct and maintain our respective face-wants. The course focuses on how participants and linguists come to terms with the interplay of *face*- and *identity*-construction. We will start out with a brief survey of the notions of *face* and *identity*. The main part of the course will be devoted to their interconnectedness in different contexts of computer-mediated interaction (e.g. public forum discussions, chat-communication, blogs, etc.) as reflected in their structural characteristics as well as typical interactional techniques and practices.

Course Requirements: Active participation, oral report and research paper.

A list of topics for term papers and a selective bibliography will be provided at the beginning of the course. You can register for this class by e-mail: anmeldung.kleinke@as.uni-heidelberg.de

6.2 Hauptseminar Literaturwissenschaft

Reality Hunger

Prof. Dr. G. Leypoldt

Tue, 4:15 - 5:45, 114

This seminar looks at contemporary novelists who blur the boundaries of fiction, life-writing, and journalism. The writers in question seek to combine the possibilities of the novel with the feel of the documentary and the biographical. In contrast to the domain of the memoir, these projects have high literary ambitions and often come with manifesto-level claims about the artificiality of the novel today or the need for a “new sincerity” in contemporary authorship. The aim of this seminar is to put this trend in perspective, to explore relevant family resemblances, and to understand its most relevant contexts. After a brief look at David Shields’ meditation on the topic of *Reality Hunger* (2010), we will read the second volume (2009) of Karl Ove Knausgaard’s *My Struggle*, the autobiography of a self-declared ex-fiction writer from Norway that has reached a large readership and made a profound impact on the literary establishments on both sides of the Atlantic. Inquiring into how the Knausgaard phenomenon relates to US and Canadian literary circles, we will look at some novels that blur the fiction/non-fiction boundary in a variety of ways: Sheila Heti’s *How Should a Person Be* (2010), Ben Lerner’s

Leaving the Atocha Station (2011), Tao Lin's *Taipei* (2013), and Rachel Cusk's *Outlook* (2015). As an earlier example of genre bending, we will read Geoff Dyer's *Out of Sheer Rage: Wrestling with D.H. Lawrence* (1998).

Texts: Please acquire the following texts and start reading them before the beginning of the term:

- David Shields, *Reality Hunger* (Penguin, 2011; ISBN: 978-0141049076)
- Karl Ove Knausgaard, *My Struggle, Book 2: A Man in Love* (Farrar, Straus, Giroux, 2014; ISBN 978-0374534158)
- Sheila Heti, *How Should A Person Be* (Vintage, 2014; ISBN 978-0099583561)
- Ben Lerner, *Leaving the Atocha Station* (Coffee House Press, 2011; ISBN: 978-1566892742),
- Tao Lin, *Taipei* (Vintage, 2013; ISBN 978-0307950178),
- Rachel Cusk, *Outlook* (Picador, 2016; ISBN 978-1250081544).
- Geoff Dyer, *Out of Sheer Rage: Wrestling with D.H. Lawrence* (Picador, 2009; ISBN 978-0312429461).

American Novels of the Jazz Age and the Great Depression

Priv.-Doz. Dr. M. Peterfy

Thu, 9:15 - 10:45, 116

The years between 1920 and 1940 represented an economic, cultural, and political roller-coaster ride for Americans. The hedonistic extremes of the “Roaring Twenties” and the devastating economic depression of the 1930s are the socio-cultural background to the novels we are going to study in this seminar. The novels I have selected for discussion are formally varied, but they are all clearly reactions to their complex “Zeitgeist”. Please read as many of the books as you can during the semester break. We will start with Sinclair Lewis's *Babbitt* (1922), which will be the subject of a content quiz to verify your preparation and the subject of discussion in the first session. Similar quizzes will be set for the other works; your reasonable performance in the quizzes is a precondition for your successful completion of the class.

Texts:

- Sinclair Lewis. *Babbitt* (1922)
- Ernest Hemingway. *The Sun Also Rises* (1926)
- William Faulkner. *The Sound and the Fury*. (1929)
- Nathaniel West. *Miss Lonelyhearts*. (1933)
- John Steinbeck. *The Grapes of Wrath*. (1939)
- Zora Neal Hurston. *Their Eyes Were Watching God* (1937)
- Selections from: F. S. Fitzgerald, *The Great Gatsby*, and James Agee, Walker Evans. *Let Us Now Praise Famous Men* (1941)

Unreliable Narration in Literature and Other Discourses

Prof. Dr. V. Nünning

Tue, 11:15 - 12:45, 112

In this seminar, we will ask what unreliable narration means and what the criteria for determining unreliability are. Moreover, we will ask what functions unreliable narrators can fulfil. And I hope, of course, that the seminar will provide some help with regard to the unreliable narrators you encounter in your 'real life'!

Registration: For registration, please hand in a short essay (1500-2000 characters) about your motivation for choosing this module and what topics and research questions you are most interested in. The text is to be sent to sekretariat.nuenning@as.uni-heidelberg.de by the 31stth of August.

Course requirements: In addition to regular attendance and active class participation (1 credit point) and preparation/homework time (3 credit points), participants will be expected to give an oral presentation (plus a handout) (1 credit point) and write a 'Hauptseminararbeit' (3 credit points) if they want to receive a 'Hauptseminarschein'.

Please note that the HS will start in the second week of term as the first week is 'Prüfungswoche'.

Texts: Edgar Allen Poe, "Tell-Tale Heart" (1843); Robert Browning, "My Last Duchess" (1842); Zoë Heller, *Notes on a Scandal* (2003); Nick Hornby, *A Long Way Down* (2005), plus other works of several discourses which we will decide upon in the first session (there are so many interesting ones!)

British Comic Writing

Prof. Dr. P. Schnierer

Thu, 11:15 - 12:45, 333

Texts: We will start with a late 16th century text, William Shakespeare's *Comedy of Errors*, and continue with Alexander Pope's verse epic *The Rape of the Lock*, both of which you have to read in their entirety. Further texts include Charles Dickens's *Pickwick Papers* (100 pages will do...) and Oscar Wilde's *The Importance of Being Earnest*. The rest of the reading list is up to your suggestions: I expect all of you to nominate three comic texts from the period 1900 to the present, from which I will select the most popular or relevant ones to complete our canon. Registration by mail is open now; reading suggestions have to be handed in by the end of August.

Irish Drama

Priv.-Doz. Dr. B. Hirsch

Wed, 4:15 - 5:45, 114

This seminar aims at charting major trends in Irish drama since the late nineteenth century. Using the movement for the foundation of an Irish national theatre as our starting point, a selection of outstanding but decidedly diverse plays will come under scrutiny. In order to track the development from turn-of-the-century nationalist symbolism to present-day theatrical themes and styles we shall focus on W. B. Yeats' and Lady Gregory's *Cathleen Ni Houlihan* (1902), J. M. Synge's *The Playboy of the Western World* (1907), Sean O'Casey's *Juno and the Paycock* (1924), Brendan Behan's *The Hostage* (1958), Brian Friel's *Translations* (1980), Christina Reid's *The Belle of the Belfast City* (1989), Conor McPherson's, *The Weir* (1997) and Enda Walsh's *The New Electric Ballroom* (2008). In discussing these plays in their historical contexts we will not only explore the social, political and cultural tensions inherent in the making of (post-)modern Irish theatre but also explore its significance for processes of identity formation.

Primary Texts:

- Harrington, John P. (ed.), *Modern and Contemporary Irish Drama*. London / New York: Norton, ²2009.
- Lonergan, Patrick (ed.), *The Methuen Drama Anthology of Irish Plays*. London: Methuen, 2008.

Further Reading

- Middeke, Martin / Peter Paul Schnierer (eds.), *The Methuen Drama Guide to Contemporary Irish Playwrights*. London: Methuen, 2010.
- Richards, Shaun (ed.), *The Cambridge Companion to Twentieth-Century Irish Drama*. Cambridge: CUP, 2004.
- Sternlicht, Sanford, *A Reader's Guide to Modern Irish Drama*. Syracuse: Syracuse UP, 1998.

7. Kolloquien

7.0 Recent Trends in English Studies

Master Colloquium

Profs. of the English Dept.:

Tue, 1:15–2:00, 110

This course is an interdisciplinary research colloquium, designed specifically for Master Students, in particular of the first semesters. Every week, you will meet a new member of staff, who will present his or her most recent research. The course

is meant to introduce you to new research topics and methodologies. Master students in the first semester are the foremost target group of this seminar, but later semesters are welcome, too!

7.1 Kolloquien Sprachwissenschaft

Colloquium

Prof. Dr. B. Busse

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

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

Please contact Mrs Caroline Ebert by 15 August 2016 at <caroline.ebert@as.uni-heidelberg.de> to sign up for the course.

Colloquium for Exam Candidates

Priv.-Doz. Dr. N. Nesselhauf

Wed, 9:15 - 10:45, 112

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

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

Research Colloquium

Prof. Dr. S. Kleinke

Wed, 6:00 - 20:00, 110

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

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

You can register for this class during my office hours (preferred) **and** by e-mail at

anmeldung.kleinke@as.uni-heidelberg.de

Exam Colloquium

Prof. Dr. S. Kleinke

Thu, 11:15 - 12:45, 122

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

Registration: anmeldung.kleinke@as.uni-heidelberg.de

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

Colloquium for Exam Candidates

Priv.-Doz. Dr. S. Mollin

Thu, 2:15 - 3:45, 112

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

The Structure of Present-Day English

Dr. M. Isermann

Tue, 6:00 - 7:30, 108

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

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

7.2 Kolloquien Literaturwissenschaft

Preparing for the Final Exam

Prof. Dr. D. Schloss

Tue, 2:15 - 3:45, 114

Das Kolloquium besteht aus 8 doppelstündigen Sitzungen und dient der Vorbereitung von Magister- und Staatsexamensprüfungen mit einem Schwerpunkt in der Amerikanistik. Falls Bedarf besteht, wird anhand früherer Klausurtexte die schriftliche Prüfung geübt. Darüber hinaus orientiert sich die Diskussion an den Schwerpunktthemen der Teilnehmer für die mündliche Prüfung. Der Termin der ersten Sitzung wird Anfang des Wintersemesters bekannt gegeben. Anmeldungen bitte per Email an: dietmar.schloss@urz.uni-heidelberg.de

Recent Trends in US Literary and Cultural Theory

Prof. Dr. G. Leypoldt

Thu, 6:15 - 7:45, 114

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.

Kolloquium

Prof. Dr. P. Schnierer

Mon, 11:15 - 12:45, 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>](mailto:pps@urz.uni-heidelberg.de).

Examenskolloquium

Priv.-Doz. Dr. M. Peterfy

Tue, 9:15 - 10:45, 112

8. Oberseminare

Colloquium for PhD Students

Prof. Dr. V. Nünning

Tue, 2:00 - 4:00, 112

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

Please register personally with me during my office hours. Eine persönliche Anmeldung in meiner Sprechstunde ist erforderlich.

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

Oberseminar

Prof. Dr. P. Schnierer

Donnerstag, 18:15 - 19:45, 115

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

9. Fachdidaktik

9.1 Fachdidaktik I

Methodology

H. Weißling

Tue, 9:15 - 10:45, 114

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

Texts: Lehrwerke werden gestellt.

H. Weißling

Wed, 2:15 - 3:45, 122

I. Sikora-Weißling

Thu, 2:15 - 3:45, 110

I. Sikora-Weißling

Thu, 4:15 - 5:45, 110

9.2 Fachdidaktik II

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

Kompetenzorientierter Englischunterricht

S. Schwarz

Mon, 2:15 - 3:45, 116

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

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

Laufe des Semesters eine Ganzschrift zu lesen sein.

Scheinerwerb: regelmäßige und aktive Teilnahme an den Sitzungen, Vor- und Nachbereitung verschiedener Unterrichtseinheiten, Hausarbeit zur Planung von Unterricht (ca. 12 Seiten)

Interkultureller Englischunterricht

S. Schwarz

Mon, 4:00 - 5:30, 114

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

Interkulturelle Kompetenzen sowie fremdsprachendidaktische Grundsätze und methodische Möglichkeiten der unterrichtlichen Behandlung und der Vermittlung von soziokulturellem Wissen werden vorgestellt, reflektiert und selbstständig auf neue Themen übertragen.

Ausgewählte Aspekte wie Umgang mit Texten, Materialentwicklung, funktionaler Einsatz verschiedener Medien werden in diesem Zusammenhang erarbeitet und angewendet. In diesem Zusammenhang wird im Laufe des Semesters eine Ganzschrift zu lesen sein.

Scheinerwerb: regelmäßige und aktive Teilnahme an den Sitzungen, Vor- und Nachbereitung verschiedener Unterrichtseinheiten, Hausarbeit zur Planung von Unterricht (ca. 12 Seiten)

New Literacy

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

Texts: Course books and texts will be provided.

H. Weißling

Tue, 11:15 - 12:45, 114

H. Weißling

Wed, 4:15 - 5:45, 122

Communication in English Lessons

S. Mußmann

Wed, 2:15 - 3:45, 114

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

10. Sprachpraxis

10.1 Pronunciation Practice BE

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

A. Benner	Tue, 8:15 - 9:00, 113
A. Benner	Tue, 9:15 - 10:00, 113
A. Benner	Tue, 10:15 - 11:00, 113
A. Benner	Tue, 11:15 - 12:00, 113
A. Benner	Tue, 12:15 - 1:00, 113
A. Benner	Tue, 1:15 - 2:00, 113

10.2 Pronunciation Practice AE

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

N. Becker	Thu, 9:15 - 10:00, 114
N. Becker	Thu, 10:15 - 11:00, 114
N. Becker	Thu, 11:15 - 12:00, 114
N. Becker	Thu, 12:15 - 1:00, 114
N. Becker	Thu, 1:15 - 2:00, 114

10.3 Grammar/Tense and Aspect

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

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

10.4 Grammar/Tense and Aspect for Repeat Students

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

C. Burmedi	Thu, 9:15 - 10:45, 113
C. Burmedi	Thu, 11:15 - 12:45, 113

10.5 Writing/Essential Skills for Writing

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

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

10.6 Translation into English/Structure and Idiom

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

K. Pfister	Mon, 9:15 - 10:45, 115
K. Pfister	Mon, 11:15 - 12:45, 115
A. Mau	Tue, 2:15 - 4:15, 115
B. Gaston	Wed, 2:15 - 3:45, 108
B. Gaston	Wed, 4:15 - 5:45, 108

10.7 English in Use

KISS - Professional Presentation of Research

K. Gunkel	Blockseminar, 4 Saturdays, 11 a.m. - 6 p.m., for dates, see 'Aktuelles' (end of October 2016), Raum: R 108
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KISS (Keep It Short and Simple) aims at developing your confidence and clarity when delivering presentations in English for different professional settings. You will learn phrases typically used to get started, to make transitions, to refer to slides, and to end your presentation effectively. You will learn also how to chair meetings or conferences effectively by applying powerful moderation techniques for utilizing the competence of all participants within a productive atmosphere. This course is suitable for both beginning teachers and young professionals.

Assessment: two 5-minute presentations; and one 15-minute end-of-term presentation. Participants are expected to chair and/or participate in a mock meeting and give constructive impromptu feedback to their fellow students. Requirements: PowerPoint/Keynote. Please bring your own laptop or tablet computer.

Fundamentals of Research and Writing / Principles of Research and Writing

C. Burmedi	Tue, 2:15 - 3:45, 122
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Description see page 17.

10.8 Advanced Writing/Academic Essay Writing

The Writing Process

A. Mau	Mon, 2:15 - 3:45, 110
A. Mau	Mon, 4:15 - 5:45, 112
D. O'Brien	Tue, 11:15 – 12:45, 122
C. Burmedi	Thu, 2:15 - 3:45, 113

Advanced Writing

K. Henn	Mon, 4:15 - 5:45, 122
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This is a class that helps you to edit your own and others' writing for common errors and to improve your own writing style. After reviewing editing techniques and covering elements of formal written style, we will spend the semester taking an in-depth look at student writing and finding ways of improving it.

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

Essay Writing

B. Gaston	Fri, 11:15 - 12:45, 115
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This course will introduce strategies for approaching a variety of academic papers. It will cover tools such as outlines and game plans so that your papers can be clearly structured, and proofreading and editing tips to help you polish your work. You will also have the opportunity not only to hone your own skills as a writer, but to practice effectively evaluating other students' writing. After completing the course, you will be prepared to write the kinds of academic essays most often required for university courses as well as on essay examinations. Note that the course will be taught partly in class and online. Information about how this will work will be given out at our first meeting.

10.9 Exposition and Argumentation

Formality and Concision

The aim of this course is to help you develop your ability to analyse complex information and write precise, concise factual texts in neutral to formal style. The

structure of the course is simple. Most weeks, we will be going through homework set the week before. Most of these homework exercises will involve **summary writing** or **text analysis**.

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

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

Please note that this class is intended to be taken towards the end of your studies, after you have spent an extended period living in an English-speaking country. This course is not appropriate for BA 25% students.

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

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

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

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

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

Professional Poster Presentation

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

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

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

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

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

K. Gunkel Thu, 6:15 - 7:45, 108

Understanding and Expressing Opinions

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

The intention of this course is to enable students to understand and produce expository and argumentative texts, that is to say, texts that describe, explain, argue and persuade. We will be dealing with a variety of written texts and styles of language, but concentrating on factual matters (to distinguish this course from *Text Types: Description and Narration*). We will deal briefly with text analysis and then practice summarizing, writing cover letters, and letters to the editor.

You must already have passed your Zwischenprüfung to take this class. BA students should already have passed *Tense & Aspect*, *Essential Skills for Writing* and *Structure & Idiom* and *Academic Essay Writing* (assuming these are compulsory for your particular subject combination).

Year abroad: this is not a strict requirement but the course presupposes a near-native level of English ability so you should be sure your language skills are up to it.

10.10 Description and Narration

Theatrical Reviews

C. Burmedi Wed, 11:15 - 12:45, 113

The general aim of the Text Types courses is to train students to analyze and produce a variety of English texts, developing an understanding of the ways in which meaning is constructed and stylistic effect achieved. The specific intention of the Description and Narration courses is to enable students to understand and produce descriptive and narrative texts. This particular course will start with static descriptions of real individuals and fictional characters and move on to dynamic descriptions of film and play narratives. We will then use both skills to write a theatrical review of a live production. Your grade will be based on your theatrical review and an in-class final writing exercise.

Note: This course is not open to BA 25% students. GymPo and new BA 50% and

75% students need to have successfully completed Tense and Aspect, Essential Skills for Writing, and Structure and Idiom in order to take this course.

Fables, Fairy Tales and Ballads

The general aim of the Text Types courses is to train students to analyze and produce a variety of English texts, developing an understanding of the ways in which meaning is constructed and stylistic effect achieved. The specific intention of this Description and Narration course is to enable students to understand and produce descriptive and narrative texts. In order to illuminate these principles, we will be examining, translating and then writing fables and fairy tales in the first half of the semester (taught by Carolyn Burmedi) and analyzing and translating ballads in the second half of the semester (taught by Bruce Gaston). Course evaluation will consist of a written assignment (fables and fairy tales) and a final exam (ballads).

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

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

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

Translation II (E-G)

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

This course provides you with the tools necessary to translate a variety of literary texts in such a way that the German version produces as much of the spirit and effect on the German audience as the original does on the native English reader. You will learn the shortcomings of a word-by-word translation. Even sentences cannot be viewed in isolation from the paragraph, and the paragraph in turn is embedded in the text. Consequently, we will have to acknowledge these textual relationships and base our choices on a thorough literary and linguistic analysis of the original. Course requirements: a) steady attendance and active class participation (regular homework assignments to be handed in b) an entry exam, a mid-term mock-exam, a final in-class translation and a group project.

10.11 Advanced English in Use

Theatrical Reviews

C. Burmedi Wed, 11:15 - 12:45, 113

Description see page 59.

Formality and Concision

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

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

Description see page 57.

Understanding and Expressing Opinions

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

Description see page 59.

Fables, Fairy Tales and Ballads

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

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

Description see page 60.

Professional Poster Presentation

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

K. Gunkel Thu, 6:15 - 7:45, 108

Description see page 58.

Translation II (E-G)

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

Description see page 60.

11. Ethisch-Philosophisches Grundstudium

Women Novelists of the 19th Century

Dr. H. Grundmann

Tue, 4:15 - 5:45, 112

Description see page 30.

Literature & Film: Jane Austen's Mansfield Park (block seminar)

Dr. K. Hertel

Tue, 2:15 - 5:15, 113

Description see page 31.

J. D. Salinger, *The Catcher in the Rye* and Short Fiction

Dr. E. Hänßgen

Wed, 11:15 - 12:45, 116

Description see page 31.

Recent American Novels

Dr. H. Jakubzik

Wed, 11:15 - 12:45, 115

Description see page 32.

Reading and Teaching Life-Writing in Literature and Other Media

Priv.-Doz. Dr. J. Rupp

Wed, 4:15 - 5:45, 113

Description see page 32.

Modernism

Dr. E. Redling

Thu, 4:15 - 5:45, 108

Description see page 33.

12. Sonstiges

Lektürekurse Medieval Classics: »Beowulf«, »Nibelungenlied«, »La Chanson de Roland«

Ricarda Wagner

Thu, 9:00 - 11:00, Germanistisches Seminar, R 122

The Middle High German »Nibelungenlied«, the Old French »Chanson de Roland« and the Old English »Beowulf« offer everything one commonly expects from medieval epics: fearless heroes, sword fighting, fateful turning points for an entire people, and bloody endings. The »Nibelungenlied« (c. 1200) also tells a story of magical artefacts, marriage twists, and merciless revenge. In contrast, the »Chanson de Roland« (end of 11th c.) is all about one single battle. The desperate struggle of a Frankish army against the “pagans” of Spain leads to a momentous betrayal and gives rise to the idea of a “Reconquista” of Muslim lands by Christian fighters that will continue to influence much of medieval politics. Beowulf’s enemies, finally, are monstrous not just metaphorically, but actually. The epic (8th to 11th c.) celebrates his triumph over the fiend Grendel (and his mother) and ends, years later, with Beowulf’s own tragic defeat by a dragon.

In this seminar we will set out to discuss the following questions, among others: what “makes” a heroic epic? What role(s) do conquest and colonisation play? Which concepts of masculinity underlie these heroic figures? What is it about these texts that got them turned into “national epics”? How come they were reworked and adapted so prolifically (in Richard Wagner’s operas, J. R. R. Tolkien’s fantasy world, etc.)?

The course language is German. Knowledge of the medieval languages is not required to attend the course. You may read the texts in translation at first, and we will work our way into the medieval originals during the course of the semester.

Texts: Please acquire and read over the holidays:

- Das altfranzösische Rolandslied. Afrz./Dt. Übers und komm. von Wolf Steinsieck. Stuttgart, Reclam 1999 (RUB 2746).
- Das Nibelungenlied. Mhd./Nhd. Hrsg. von Ursula Schulze, übers. und komm. von Siegfried Grosse. Stuttgart, Reclam 2011 (RUB 18914).

A bilingual »Beowulf« edition (Old English–German) will be made available to you at the beginning of the semester. However, a holiday reading of Seamus Heaney’s prize-winning edition (Old English–English) is highly recommended.

Hot Off the Press

Prof. Dr. D. Schloss &
Dr. H. Jakubzik

Wed, 4:15 - 5:45, 333

What's new in the cultural sphere of the United States? 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. We will discuss a different 'work' every week and students will take part in the choice and presentation of topics. In order to keep the workload manageable, we will read most of the works in excerpts and 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").

Language Reading Group

Priv.-Doz. Dr. F. Polzenhagen

Freitag 11:15 - 12:45, 113

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

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

13. Übergreifende Kompetenzen

Creative Writing

P. Bews

Thu, 6:15 - 7:45, 112

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

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

Gegenwartsliteratur und Zeitdiagnostik

Ringvorlesung

Tue, 6:15 - 7:45, Nuni HS 14

Die Veranstaltungsreihe richtet sich an literatur- und zeitgeschichtlich interessierte Zuhörerinnen und Zuhörer aller Disziplinen.

Seit jeher haben sich Intellektuelle, Sozialwissenschaftler und Zeithistoriker für die Beschreibung der gesellschaftlichen Realität nicht nur auf empirische Beobachtungen gestützt, sondern den deskriptiven Gehalt sowie die analytische Tiefenschärfe der fiktionalen Literatur der bürgerlichen Epoche, vor allem des Romans, zu nutzen versucht.

Für die Jetztzeit werden in zeithistorischen und sozialwissenschaftlichen Studien die Werke von Autoren wie etwa Michel Houellebecq als Quelle für die Beschreibung eines bestimmten „Geist der Zeiten“ verwendet.

Die Neuphilologische Fakultät unternimmt mit der Reihe den Versuch, an diese Tradition anzuknüpfen und über die disziplinären Grenzen hinweg das sozioanalytische Potential literarischer Texte für die Diagnostik der heutigen Zeit zu nutzen.

Das Konzept der Veranstaltungsreihe sieht der Zielsetzung entsprechend 13 Beiträge vor, in denen jeweils ein Literaturwissenschaftler und ein Vertreter einer geschichts- oder gesellschaftswissenschaftlichen Disziplin über ein bekanntes und zeitgeschichtlich aussagekräftiges Werk der Gegenwartsliteratur referieren und gemeinsam mit dem Publikum diskutieren.

13.1 Fachdidaktik polyvalenter BA

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

Students intending to pursue an MEd need to accumulate the *Übergreifende Kompetenzen* credits specified under *Lehramtsoption*. Sixteen of these points are earned at the *Institut für Bildungswissenschaft*. The remaining four points are allocated to *Fachdidaktik* (two in each BA subject). There are several ways to earn the two credit points required for English *Fachdidaktik*.

1. In courses listed under *Fachdidaktik I* (together with GymPO students, but with reduced requirements).
2. In one of the following courses you can obtain a Fachdidaktik Schein together with a Proseminar:

Anglophone Short Stories: Theory, History, Teaching Practice

Priv.-Doz. Dr. J. Rupp

Wed, 11:15 - 12:45, 114

Description see page 29.

Reading and Teaching Life-Writing in Literature and Other Media

Priv.-Doz. Dr. J. Rupp

Wed, 4:15 - 5:45, 113

Description see page 32.

BA

Preview: Course Catalogue Sommer 2017

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

Vorlesungen Literaturwissenschaft

- The Imperial Heritage: From Colonial to Postcolonial Literature (Hirsch)
- Overview of British Novels II: The Nineteenth Century (Nünning)

Vorlesungen Kulturwissenschaft

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

Proseminare I Literaturwissenschaft

- Irish Literary Renaissance: Yeats, Synge & O'Casey (Hertel)
- Introduction to Contemporary British Fiction (Earnshaw)
- The Gothic (Redling)
- F. Scott Fitzgerald and Ernest Hemingway (Hänßgen)

Proseminare II Literaturwissenschaft

- Hanif Kureishi (Hertel)
- Shakespeare (Redling)
- Jewish American Fiction: Nicole Krauss, Jonathan Safran Foer and Nathan Englander (Hänßgen)
- Crime Fiction (Hirsch)

Proseminar I Kulturwissenschaft

- American Women Writers (Peterfy)

Proseminar II Kulturwissenschaft

- Censorship and First Amendment (Peterfy)
- Transatlantic Reflections: Americans in Europe (Peterfy)

Hauptseminare Literaturwissenschaft

- Dealing with Different Points of View: Multiperspectivity in Fiction (Nünning)
- Shakespeare (Kreis-Schinck)
- Shakespeare's Great Tragedies (Hirsch)
- The Essay in North-American Literature: From Colonial Times to the Present (Peterfy)

Kolloquien Literaturwissenschaft

- Examenskolloquium (Nünning)
- Examenskolloquium (Peterfy)

Oberseminare

- Oberseminar (Nünning)

Preview: Course Catalogue Winter 17/18

This is an incomplete and preliminary list of courses that we plan to offer at the English Department in the winter term 2017/18. Please note that there will be many more courses (about as many as always) than those listed below.

Vorlesung Literaturwissenschaft

- Overview of British Novels III: The Twentieth Century (Nünning)

Proseminar I Literaturwissenschaft

- Contemporary Drama (Redling)

Proseminar II Literaturwissenschaft

- Romantic Poetry (Redling)

Hauptseminar Literaturwissenschaft

- The Analysis of Contemporary Novels: Critical Approaches and Methods (Nünning)
- Shakespeare's Great Tragedies (Hirsch)

Kolloquien Literaturwissenschaft

- Examenskolloquium (Nünning)

Oberseminare

- Oberseminar (Nünning)