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Anglistisches Seminar
Ruprecht-Karls-Universität
Heidelberg

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Course Catalog
Winter 2017/18

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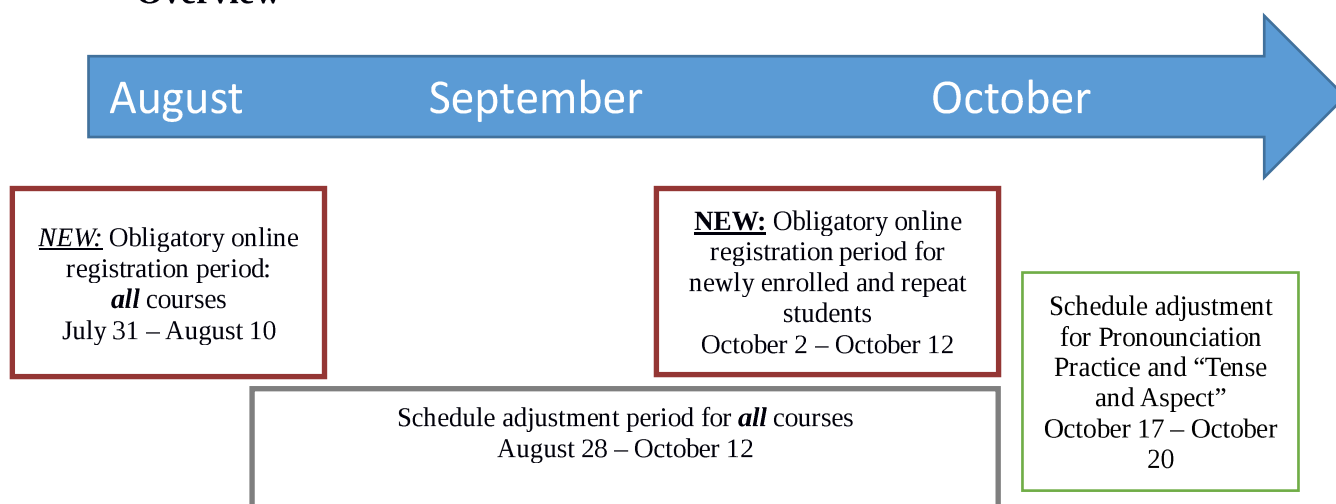
1. Introduction

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 14, 2017.

1.1 Key Dates and Deadlines

Lecture Period	October 17, 2017 – February 10, 2018
Freshers' Day (during the Easter break)	October 11, 2017
Holidays	October 31, November 1, December 23 – January 7
<u>NEW</u> : Obligatory online registration period: all courses	July 31 – August 10
Schedule adjustment period for all courses	August 28 – October 12
<u>NEW</u> : Obligatory online registration period for newly enrolled and repeat students	October 2 – October 12
Schedule adjustment period for Pronunciation Practice and “Tense and Aspect”	October 17 – October 20

Overview



1.2 Registration

There are two different ways to register for courses

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

Personal Registration

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

Online Registration ("Kurswahl")

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

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

NEW: Please note that the **obligatory registration for all courses starts and ends early: you must apply for places online between July 31 and August 10, 2017.**

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

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

Students who enrol after the registration period ends can, of course, choose their courses at a later period (Oct 2-12). The same is true for students who failed a course: they can also register for a repeat class during the later period.

Rules for online registration

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

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

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

Please note that you can only register for four different course types that have a limited number of participants (plus as many lectures as you want).

You can change your choice of courses at any time during the registration period. It makes no difference when you make your choice, as long as you do so before the deadline.

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

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

1.3 Übergreifende Kompetenzen/Fachdidaktik in the 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). You can earn the two credit points required for English in the courses listed under *Fachdidaktik*. (Not to be confused with "Fachdidaktik I" and "Fachdidaktik II" which are courses for GymPO students).

1.4 Freshers' Day (orientation for new students)

October 11: Orientation for new students, organized by the faculty, staff and student council of the department of English Studies

This day-long orientation program (October 11, 10 am to 6 pm) is designed to help new students get their academic career in English Studies off to a good start. In small group sessions led by advanced students, new students have the opportunity to gain expert advice on every aspect of life in the department, from putting together a manageable schedule to finding their way around the building. Faculty and staff cover the programs of study, advising system, study abroad opportunities and services available in the department, and the student council and representatives of different clubs introduce themselves as well. The day concludes with a pizza party where students, staff and faculty can mingle and get to know each other. All new students are strongly urged to attend this event.

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

Kathrin Pfister

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

Final editing: H. Jakubzik & Franziska Friedl
Editorial deadline: 14. July, 2016,

2. Vorlesungen

2.1 Phonetik

Introduction to Phonetics and English Phonology

Priv.-Doz. Dr. S. Mollin

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

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

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

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

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

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

2.2 Vorlesung moderne Sprachwissenschaft

Language and Culture

Priv.-Doz. Dr. F. Polzenhagen

Mon, 4:15 - 5:45, 110

The relationship between language and culture is a central issue in various research paradigms in linguistics, in particular linguistic anthropology, traditional sociolinguistics, intercultural pragmatics, the study of intercultural communication, and, against the background of a cognitive-linguistic approach, cognitive

sociolinguistics and cultural linguistics. In the course of this lecture, we will have a look at the specific perspectives and key notions of these research paradigms and review case studies that also illustrate their respective methodologies. Relevant influential notions include 'linguistic relativity' (von Humboldt, Whorf), 'high-context/low-context cultures' (E.T. Hall), 'collectivist/individualist societies' (G. Hofstede), 'linguistic/cultural stereotypes', 'face' (e.g. Brown & Levinson), 'cultural model' (Quinn & Holland) and 'cultural conceptualisations' (Sharifian).

The lecture will highlight recent approaches that analyse differences between and common points across languages and language varieties from the perspective of cultural cognition. A special focus will be put on the way cultural patterns show in varieties of English. We will look at case studies that analyse specific linguistic features of varieties of English (e.g. regional L2-varieties rooted in different cultural settings and social varieties) in terms of their underlying socio-cultural meaning, i.e. as expressions of culture-specific conceptualisations, as markers of socio-cultural identity, as manifestations of specific world-views or ideologies.

Contrastive Linguistics

Prof. Dr. S. Kleinke

Tue, 4:15 - 5:45, 110

English and German show large areas of agreement, but also important differences future teachers of English should be aware of. In the first part of this seminar we will explore the traditional approach to contrastive linguistics, which was closely linked with the development of teaching English as a foreign language. Later on we will look into differences and commonalities between English and German from a typological point of view and pinpoint clusters of differences in grammar (e.g. inflection, word order, non-finite forms, tenses, passives, etc.), sentence meaning and the semantic structure of the lexicon. Finally we will move on to some pragmatic and socio-linguistic aspects including politeness strategies.

2.3 Vorlesungen Literaturwissenschaft

History of Christianity in America, 1900 to the Present

Prof. Dr. J. Stievermann

Tue, 11:15 - 12:45, NUni and Wed, 11:15 - 12:45, NUni

This lecture course offers a survey of the history of Christianity in North America from the beginning of the 20th century to the present. Always with an eye on the wider cultural context, the course will trace the dramatic changes in America's religious landscape during this period, and examine central events, issues, and conflicts such as the fundamentalist-modernist controversy, religious responses to two world wars, the rise of neo-evangelicalism, or the role of religion in the civil

right struggles and the so-called culture wars. While special attention will be given to the transformations of America's Christian churches, we will also discuss the increasing religious pluralization of the US and look at the development of non-Christian immigrant faiths and the emergence of new religious movements and individualistic spiritualities. As we trace the evolution of churches, traditions, beliefs, practices and communities during the "American century," students will be familiarized with important primary sources and key-concepts for this period of American religious history.

After the lecture class on Wednesday (11-12) we will discuss one central primary document relevant to each week's topic. This additional "Quellenübung" is highly recommended but optional.

Recommended Reading: Edwin Gaustad and Leigh Schmidt. *The Religious History of America* (Harper, 2002); Sidney E. Ahlstrom. *A Religious History of the American People* (Yale UP, 1972).

English and American Literary History from the Early Modern Period to the 21st Century

Dr. P. Löffler

Mon, 6:15 - 7:45, HS 10 Neue Uni

This lecture series offers an introduction to British and American literary history from the Renaissance to Postmodernity and beyond. There will be individual sessions of all major periods and case studies of the most relevant authors.

As usual, this is a joint venture of professors and instructors working in the English Department.

Classics of English and American Literature

Prof. Dr. D. Schulz

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

According to Ezra Pound, "A classic is classic not because it conforms to certain structural rules, or fits certain definitions (of which its author had quite probably never heard). It is classic because of a certain eternal and irrepressible freshness." British and American literature have produced a rich crop of classics in this sense.

The list of books I plan to cover hasn't been finalized, but it will most likely include the following: Chaucer's *Canterbury Tales*, Shakespeare's *Macbeth*, Milton's *Paradise Lost*, Defoe's *Robinson Crusoe*, Wordsworth and Coleridge's *Lyrical Ballads*, Dickens's *Oliver Twist*, Poe's *Tales of the Grotesque and Arabesque*, Melville's *Moby-Dick*, Twain's *Huckleberry Finn*, T.S. Eliot's *The Waste Land*, O'Neill's *Mourning Becomes Electra*, and Arthur Miller's *Death of a Salesman*.

ModerneKrisenLiteratur

Ringvorlesung

Thu, 18:15 - 19:45, NUni HS 1

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

In Anknüpfung an die interdisziplinäre Vortrags- und Gesprächsreihe „Gegenwartsliteratur und Zeitdiagnostik“ (WS 16/17) lädt die Neuphilologische Fakultät im Wintersemester 2017/18 dazu ein, im Dialog zwischen jeweils einem Literaturwissenschaftler und einem Vertreter einer kultur-, sozial- oder geschichtswissenschaftlichen Disziplin darüber nachzudenken, wie sich die Umbrüche und Erschütterungen der ökonomischen, politischen und kulturellen Moderne in literarischen Werken des 19. Jahrhunderts niedergeschlagen haben. Die Organisatoren der Reihe „ModerneKrisenLiteratur“ möchten in wöchentlichen Beiträgen zur Diskussion stellen, was uns die Literatur über die Krisen der Moderne mitzuteilen hat und welche Erzählmuster in Zeiten epochalen Umbruchs entwickelt wurden, um einer subjektiv oder auch kollektiv empfundenen Unsicherheit ästhetischen Ausdruck zu verleihen und worin die Literatur vielleicht sogar sozialwissenschaftlichen Methoden in der Beschreibung von Krisenzeiten überlegen sein kann.

Im Wintersemester 2017/18 soll zunächst das 19. Jahrhundert in den Blick genommen werden. Die Literatur des 20. Jahrhunderts soll in einem späteren Semester folgen. Kontakt für Rückfragen: Dr. Martina Engelbrecht (engelbrecht@uni-heidelberg.de).

American Fictions of Violence: From the Colonial Period to the Present

Prof. Dr. D. Schloss

Wed, 11:15 - 12:45, HS 8 Neue Uni

Although very few of us are likely to encounter physical violence in our everyday lives, we are confronted with it on a daily level in the world of literature and the media. In fact, depictions of violence have become an integral part of the ‘Western’ imagination. The cultural products of the United States make no exception to this. In fact, the fascination with images of violence may even be more extreme in the United States than it is in Europe. Indeed, it has pervaded American literature from the beginning: from the captivity narratives in the 17th through the frontier novels in the 19th to the Western movies in the 20th century – with the rough world of the frontier, the United States have contributed a genuinely American sujet to the literature of violence.

In this lecture course, we will look at what motivates this fascination with

depictions of violence in American literature. Is it to be seen as response to the violence occurring in American society? Is there perhaps a violent streak in the 'American character', as some critics have argued? Or should the images of violence in fiction be treated as something altogether different from acts of violence in real life? Do fictional representations of violence establish a literary tradition or convention of their own – a convention that can be manipulated by the writers or artists independently of their (original) referential function? Why are these images of violence so attractive to modern democratic audiences? In order to answer these and other questions, we will study a diverse body of works reflecting different historical, ethnic, gender, and genre perspectives: *A Narrative of the Captivity ... of Mrs. Mary Rowlandson* (1682); James Fenimore Cooper, *The Last of the Mohicans* (1826); Edgar Allan Poe, "The Black Cat," "The Tell-Tale Heart" and "The Philosophy of Composition"; Richard Wright, *Native Son* (1940); Chuck Palahniuk, *Fight Club* (1996); and Cormac McCarthy, *No Country for Old Men* (2006).

Texts: Rowlandson's *Captivity Narrative* and Poe's works can be found in *The Norton Anthology of American Literature*, ed. by Nina Baym *et al.* (Vols. A and B). The novels are available in inexpensive paperback editions (*Last of the Mohicans* – Penguin; *Native Son* – Vintage Classics; *No Country for Old Men* – Picador; *Fight Club* – Random House). The novels should be read before the term starts. Introductory reading: Richard Slotkin, *Regeneration Through Violence: The Mythology of the American Frontier, 1600-1860*.

2.4 Vorlesung Kulturwissenschaft

Overview of Key Concepts of the Study of Culture

Prof. Dr. V. Nünning, Dr. Löffler, Tue, 9:15 - 10:45, NUni HS14
Priv.-Doz. Dr. Peterfy

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

Requirements: Regular attendance, response paper.

3. Einführungsveranstaltungen

3.1 Einführung Sprachwissenschaft

Introduction to English Linguistics

Dr. M. Isermann

Wed, 11:15 - 12:45, Heuscheuer II

The aim of this lecture course is to introduce students to the main ideas and concepts in English linguistics. We will start off by considering what language and linguistics are, look at key concepts in semiotics, phonetics and phonology, morphology, syntax, semantics, pragmatics and sociolinguistics. There will be an accompanying tutorial taught by advanced students where the basic tools and techniques linguists require for their trade are presented, and in which the main issues treated in the lecture will be repeated and applied in practical exercises.

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

3.2 Einführung Literaturwissenschaft

Introduction to Literary Studies

Priv.-Doz. Dr. M. Peterfy

Mon, 11:15 - 12:45, NUni: (Neue) Aula

This course of lectures will serve as an introduction to the study of literatures in English. Addressing key concepts and critical tools relevant to the analysis and interpretation of literary texts, we will discuss structural aspects of the major genres (drama, prose, poetry), explore different schools of literary and cultural theory, and survey basic categories of literary historiography. There will be an (optional) tutorial where advanced students will review the lecture's central issues and make you familiar with the relevant research tools. This class will be taught in English, and it will conclude with a written exam.

Texts: There will be a "Course Reader" with a selection of primary texts. Please purchase Nathaniel Hawthorne's "Scarlet Letter" (Penguin Classics Edition). As a general introduction (and reference book throughout your further studies) please buy Vera & Ansgar Nünning's Introduction to the Study of English and American Literature (Stuttgart, 2011).

4. Fundamentals of Research and Writing

C. Burlingame-Goff

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.

5. Proseminare

5.1 Proseminar I Sprachwissenschaft

Semantics

N. Dumrukic

Wed, 2:15 - 3:45, 114

Semantics is a branch of linguistics that deals with the study of meaning and how words, phrases, sentences or discourse might be interpreted. The aim of the course is to critically reflect on language processing, how meaning is constructed and perceived, and which empirical methods can be used to conduct semantic analyses.

The first part shall focus on theoretical frameworks and give an overview of research areas such as lexical semantics, thematic roles and truth conditional semantics. We will also discuss key concepts for example idioms, ambiguity, humour and how the meaning of words may change over time. In the second part, we will move on to cognitive approaches to explore topics such as conceptual metaphors, mental representations of language, memory and semantic shift in bilingual speakers. We will also look at sociolinguistic approaches, social semiotics and how culture might affect meaning.

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

Texts: A reading list will be made available before the start of the semester.

English Word Formation

Dr. J. Schultz

Wed, 4:15 - 5:45, 110

This seminar intends to introduce students to the study of the formation of new

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

Texts: Schmid, Hans-Jörg. ²2011. *English Morphology and Word-formation. An Introduction*. Berlin: Schmidt.

Pragmatics

J. Smith

Tue, 9:15 - 10:45, 108

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

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

Discourse Analysis

A. Schmidt

Wed, 11:00 - 1:00, 108

Discourse analysis views language as a social practice and is therefore concerned with language in context, i.e., “(1) anything beyond the sentence, (2) language use, and (3) a broader range of social practice that includes nonlinguistic and nonspecific instances of language” (Schiffrin et al. 2008: 1). The discipline has its roots in the social sciences, but in this course we will learn about the ways in which the linguistic analysis of naturally occurring texts (written, spoken, computer-mediated)

is indispensable for the analysis of different discourses and discourse types. After approaching the concept of “discourse“, we will take a look at how texts are organized and which levels of language are involved in shaping different dimensions of discourse. Aided by real-life examples from different contexts, we will continue to explore the variety of approaches to discourse analysis. In this vein, we will investigate, for instance, the relations between language and power (critical discourse analysis), language in interaction (conversation analysis) and discourse genres. Finally, this course will provide an introduction to both classic qualitative and more recent quantitative, corpus-assisted methods for conducting discourse analysis.

Texts:

- Gee, James Paul and Michael Handford. 2014. “Introduction.” In *The Routledge Handbook of Discourse Analysis*, ed. James Paul Gee, 1–6. London: Routledge.
- Fairclough, Norman. 2007. *Analysing Discourse: Textual Analysis for Social Research*. London: Routledge.
- Jaworski, Adam. *The Discourse Reader*. 2014. 3rd ed. London: Routledge.
- Schiffrin, Deborah, Deborah Tannen and Heidi E. Hamilton. 2008. “Introduction.” In *The Handbook of Discourse Analysis*, ed. Deborah Schiffrin, Deborah Tannen and Heidi E. Hamilton, 1–10. Oxford: Blackwell.

Sociolinguistics

K. Berberich

Wed, 9:15 - 10:45, 113

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

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

Texts: Holmes, Janet. 2013. *An Introduction to Sociolinguistics*. London: Routledge.

Research Methods in Linguistics

J. Smith

Tue, 11:00 - 1:00, 112

As an Anglistik student who has completed the introductory lecture to Linguistics, the specifics of how linguistic research is conducted might still be somewhat enigmatic to you.

In order to enable students to choose and understand the appropriate methodological tools for their own future research, this seminar will address theoretical and methodological issues pertaining to various realms of applied linguistic research with a focus on corpus linguistic, pragmatic and sociolinguistic studies. It is furthermore designed with the aim of raising students' awareness of the process and need for research design and methodological precision.

We will spend the first couple of sessions retracing the stages and steps of linguistic research methodologies thus far. We will then deal with topics such as 'gathering data', 'qualitative and quantitative approaches to research' as well as productive forms of 'organising research findings in written or oral form'. The seminar is hands-on and will require you to put together and conduct your own small research project, which you will also have to present in a conference-like format towards the end of the seminar.

Linguistic Approaches to Social Media and English Language Teaching

I. Kleiber

Tue, 2:15 - 3:45, 108

The advent of social media, web-based technologies and systems enabling their users to create and share content, has generated "a new online layer through which people organize their lives" (van Dijck 2013: 4). Social media has not only fundamentally changed how we present ourselves to others and how we access and share information, but also how we communicate. In the last few years, social media has also had a fundamental impact on education by providing "platforms for intellectual exploration, the exchange of ideas, and the communal construction of projects" (Balkin and Sonnevend 2016: 11). Hence, the indispensable communicative and interpersonal components of social media entail a large potential for reflecting on their use for language teaching theory, approaches and methods.

In this course we will investigate social media (e.g. Facebook, Twitter, and YouTube) as well as associated language phenomena from several linguistic perspectives. More precisely, the course will provide insights into social media analysis through the lens of sociolinguistics, pragmatics, (critical) discourse analysis, and computer-mediated communication studies. Moreover, the course will address common methodological hurdles in relation to linguistic social media research. A large part of the semester will also be spent on assessing possibilities to fruitfully integrate social media with (English) language teaching (ELT). Besides discussing social

media as both a resource and a tool for teaching we shall also critically investigate the limits and potential risks associated with computer-assisted language learning.

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

Texts: Balkin, Jack M., and Julia Sonnevend. 2016. "The Digital Transformation of Education." In *Education and Social Media: Toward a Digital Future*, edited by Christine Greenhow, Colin Agur, and Julia Sonnevend. Cambridge: The MIT Press.

van Dijck, José. 2013. *The Culture of Connectivity: A Critical History of Social Media*. Oxford, New York: Oxford University Press.

Exploring Language in Culture

L. Bredvik

Tue, 11:15 - 12:45, 108

To investigate, rather than assume, the context of a communication is a relatively new concept in linguistics that initially developed in the U.S. in the latter half of the 20th century. Researchers began to understand that meaning not only comes from the semantic properties of the words that are spoken but from the context surrounding the speech itself and that language and context are mutually reflexive. Given the complexity of today's superdiverse (Vertovec 2007, Blommaert 2016) linguistic environment, the need to observe and investigate the entirety of people's communicative behavior is even more relevant.

This course will first provide a very broad overview of the development and basic theories of linguistic ethnography, beginning with Dell Hymes and John Gumperz. We will then move to a more interactive survey of the multiple research design and methodology options used in linguistic ethnography – participant observation, field notes, recordings, interviews, discourse analysis.

Students will submit one paper and one project over the course of the semester.

Texts: Partial reading list (readings will be provided via Moodle):

- Auer, P., & Roberts, C. (2011). Introduction - John Gumperz and the indexicality of language. *Text & Talk*, 31 (4), 381-393.
- Copland, F., Shaw, S., & Snell, J. (Eds.). (2015). *Linguistic Ethnography: Interdisciplinary Explorations*. London: Palgrave Macmillan.
- Duranti, A. (1997). *Linguistic Anthropology*. Cambridge, UK: Cambridge University Press
- Pan, Y. (2013). Interactional Sociolinguistics as a Research Perspective. In C. A. Chapelle (Ed.), *The Encyclopedia of Applied Linguistics*. London: Blackwell

Publishing Ltd.

- Tannen, D. (2005). Interactional Sociolinguistics as a Resource for Intercultural Pragmatics. *Intercultural Pragmatics*, 2 (2), 205-208.
- Tusting, K., & Maybin, J. (2007). Linguistic ethnography and interdisciplinarity: Opening the discussion. *Journal of Sociolinguistics*, 11 (5), 575-583.

5.2 Proseminare II historische Sprachwissenschaft

Introduction to the History of English

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

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

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

Priv.-Doz. Dr. S. Mollin Wed, 11:15 - 12:45, 113

Introduction to Middle English

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

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

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

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

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

Introduction to Early Modern English

Dr. M. Isermann

Wed, 4:15 - 5:45, 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.

Introduction to Old English

Dr. E. Hänßgen

Mon, 11:15 - 12:45, 114

Das Proseminar hat das Altenglische des 9.-11. Jahrhunderts zum Gegenstand, eine altgermanische Sprache, die sich grundlegend vom heutigen Englisch unterscheidet und innerhalb eines Semesters nur mit großem Interesse und Fleiß zu erlernen ist. Neben der Übersetzung einfacher altenglischer Texte werden ausgewählte Probleme der Sprachgeschichte anhand des Altenglischen exemplarisch behandelt. Der Stoff wird von den Teilnehmenden zunächst häuslich erarbeitet und dann in der Seminarsitzung erörtert und vertieft. Im Kurs werden wir auch englische Terminologie der historischen Linguistik erarbeiten.

Texts: Kursbuch: Weimann, Klaus. ³1995. *Einführung ins Altenglische*. Uni-Taschenbücher, 1210. Heidelberg; Wiesbaden: Quelle & Meyer. (s.

Lehrbuchsammlung und Reader in der Seminarbibliothek). Lektüreempfehlung:
Baugh, Albert C., und Thomas Cable. ⁶2013. *A History of the English Language*.
London: Routledge. 14-121.

5.3 Proseminar II moderne Sprachwissenschaft

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

Language Acquisition in Theory and Practice

Dr. M. Schiffmann

Fri, 2:15 - 3:45, 122108

The theoretical main poles in the field of language acquisition can roughly be labeled as "generative" and "constructivist.". Where the generative approach sees a particular mental module at work, the constructivist one emphasizes the contributions all parts of the mind make to language. Constructivists see language as the emergent property of mental interactions, generativists like to talk about a fixed innate faculty. And of course there are quite a few other theories of language acquisition as well. In the past, controversies between the various approaches have often been polemical and sterile, with the participants talking past each other – insofar as they even bothered to converse! In recent years, the contact between proponents of the currents has become both more intense and fruitful, and many materials we will discuss in this seminar are already the outcome of this newly emerging conversation.

We will cover all the important areas in language acquisition, not just from a theoretical, but also from a staunchly empirical point of view. The various theories won't be discussed in empty space, but on a background of experimental data and results, many of which were not even available only twenty years ago. So this seminar will go back and forth not just between theories, but also between theories and experimentally grounded experience. I hope this course will not be not so much about what we cover, but even more so, about what we *dis*-cover.

Texts: Core reading will be Ben Ambridge & Elena V. M. Lieven, *Child Language Acquisition. Contrasting Theoretical Approaches*, Cambridge University Press 2011. This book, as well as other material, will be made available to participants of the seminar in an appropriate form.

Emotion Concepts

Prof. Dr. Kövecses (08/01/18) 16:00-19:00 AS 110
(10/01/18) 16:00-19:00 NU, HS 5
(15/01/18) 16:00-19:00 AS 110

(17/01/18) 16:00-19:00 NU, HS 5

Workshop component: (08/01/18) 9:30-13:30 AS 108

(11/01/18) 16:00 – 20:00 AS 114

(15/01/18) 9:30 – 13:30 AS 108

(18/01/18) 16:00 – 20:00 AS 114

Emotion Concepts Emotion language is regarded in many disciplines, ranging from neuroscience through psychology to linguistics, as involving a small number of terms that are used to directly refer to particular emotions. Similarly, the conceptualization of emotions is taken to derive from such relations between emotion terms and independently existing emotions. This simplistic picture of emotion language and the conceptualization of emotions have been challenged in recent decades. We begin the course by surveying theories of emotion language. We will offer a new theory that is based on the special role of figurative language in the conceptualization of emotions. We will suggest that chief among the figurative devices in a larger number of cultures is the metaphor of FORCE. We will also compare emotion language with the language used for related phenomena, and look at emotion language in a variety of cultures and languages. This comparison will enable us to see large differences in the conceptualization of emotions across cultures. This course has two components. The first one is a series of four lectures that provide an overview of the field. In the second, seminar-like component, we will dive into case studies and practical applications.

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

5.4 Proseminar I Literaturwissenschaft

Introduction to the Study of Fiction: The 19th Century Female Bildungsroman

G. Heil

Tue, 11:15 - 12:45, 333

In this Proseminar we will be concerned with the interpretation of narrative texts. In the Introduction to the Study of Literature 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.

The 19th century was a time of not only social and technological change but also of literary innovation and genre proliferation. After the “Rise of the Novel” in the 18th century, the 19th century saw a great number of new novel genres and, as a consequence, also a great variety of narrative techniques and ways of writing.

One of these evolving genres was the female Bildungsroman. These novels tell the stories of 19th century women struggling to grow up in a predominantly male

society. The structure of these narratives is often very similar: After leaving her home and being separated from her old life, the protagonist's process of growing up begins. In this phase she meets many obstacles. It is a time of insecurity which, however, culminates in a reintegration into society and a woman who has found her identity. As opposed to the male Bildungsroman, the ending is often portrayed as not very positive: The process of individuation and socialisation includes the insight that the female self is restricted by society, its traditions and rituals. Looking at different novels from this genre, however, will show that it is not always that simple.

In order to get an insight into 19th century culture and fiction and the genre of the female Bildungsroman and to compare and contrast ways of writing, we will discuss Charlotte Brontë, *Jane Eyre* (1847), Thomas Hardy, *Tess of the D'Urbervilles* (1891) and Virginia Woolf, *The Voyage Out* (1915).

Introduction to the Study of Fiction: Fictions of Memory, Fictions of Identity

M. Konrad

Wed, 2:15 - 3:45, 116

Have you sometimes asked yourself why you are so interested in stories? How come literature still sells so well in an age of social media? One reason might be that our lives themselves are permeated with stories and we often ground our very identities on a story of our past. Contemporary literature reflects on this phenomenon in its own way. Many prize winning novels deal with questions of how identities can be constructed by narratives and which role memories play in this process. While some narrators, by telling their story, succeed in finding sense and purpose in their lives, which might even alter their paths considerably, other narrators fail to do so. And maybe this illustrates all the more the important role stories play in our lives. We will approach this complex and fascinating topic by means of close reading and interpretation.

Please read the following works before the beginning of term: Karen Joy Fowler, *We Are All Completely Beside Ourselves* (2013) Kazuo Ishiguro, *Never Let Me Go* (2005) Julian Barnes, *The Sense of an Ending* (2011)

The History of the British Essay

A. Al-Laham

Wed, 2:15 - 3:45, 112

What is an essay? With its open, flexible and independent form, this short piece of non-fiction has stubbornly resisted definition since it was invented in the sixteenth century. While most of us associate essay writing with the assignments given to us by teachers in school, the famous essayist Aldous Huxley declared it "the literary device for saying almost everything about anything", illuminating how versatile and

vibrant this genre reveals itself to be. The essay offers the author an individual space where thoughts on culture and society, as well as personal experience can be shared outside any institutional authority. Writers such as Virginia Woolf, T. S. Eliot and Zadie Smith have experimented with the essay's endless possibilities, on the one hand exploring urgent questions of women's rights, homosexuality and, most recently, Brexit. On the other hand, many authors have wittily engaged in a dialogue on ordinary observations like the relationship between a dog and its owner, the beauty of laziness and the advantages of being young. Lately, the essay blog has been thriving, as creators invite the audience to watch their minds at work, thinking about and commenting on the development of the world.

In this course, we will trace the essay back to its origins, follow its evolution over the centuries and have a close look at the characteristics of its form. We will explore the various topics that have been discussed in the most influential British essays and highlight their impact on their readers and their time. As we analyse the stylistic structure, we will shed light on the strategy that essayists adopt in order to create a persuasive argument and clarify the question of what makes a convincing essay.

Introduction to the Study of Fiction: Unreliable Narrators in Contemporary British Fiction

C. Earnshaw

Tue, 9:15 - 10:45, 114

Surely, most of you have come across unreliable narrators, not only in fiction but also in real life (recent election campaigns being an almost too-good example to prove this point...). Most probably however you have even been an unreliable narrator yourself a couple of times!

But how do we detect unreliable narrators both in fiction as well as in real life? Why do we trust some tales and are suspicious about others? And how do we establish when unreliability begins? Simply when you can't remember something properly? Or only when you are deliberately lying? In the course of our seminar we will try to approach this fascinating concept from various angles, trying to come up with first attempts at defining what we mean when we talk about unreliable narrators in fiction.

Our three texts, Ian McEwan's *Enduring Love* (1997), Zoe Heller's *Notes on a Scandal* (2003) and Zadie Smith's *The Embassy of Cambodia* will not only serve as examples of different forms and functions of unreliability but we will also use them to practice your close-reading and interpretation skills! Please read the three texts before the beginning of the semester and bring copies of them to class.

Texts: Ian McEwan, *Enduring Love*; Zoe Heller, *Notes on a Scandal*; Zadie Smith, *The Embassy of Cambodia*

Visions of the Future: Dystopian Novels of the 20th & 21st Century

A. Elstermann

Thu, 2:15 - 3:45, 115

Dystopian fiction has a long tradition in Anglophone literature and is still enjoying immense popularity today. Because of its tradition, studying this literary genre can give us insight into the atmosphere surrounding the conception of individual dystopian societies and their development over time. In this seminar, we will discuss four different visions of the future (three novels and a short story) from the 20th and 21st century. We will look for common themes and different modes of oppression, compare the works to their contemporaries, and contextualise them in their respective socio-political climate. Apart from studying which specific concerns may have inspired these dystopian outlooks, we will also analyse how those concerns are expressed within the story, and in what way they can be read and appreciated by a modern audience – including adaptations. As one man's dystopia might well be another man's utopia, we will also take the proposed social constructs apart and discuss who benefits, who suffers, and which ideals are promoted or suppressed.

Texts: You are expected to have read the following texts before the start of term: Aldous Huxley: *Brave New World* (1932), George Orwell: *Nineteen Eighty-Four* (1949), Philip K. Dick: *Minority Report* (1956) (the short story which can be found in a 1991 collection of the same name), Ernest Cline: *Ready Player One* (2011).

The American Short Story

Dr. P. Löffler

Wed, 2:15 - 3:45, 122

This seminar offers an introduction to the history of the short story in the US. We will read a range of well-known authors – from Washington Irving and Edgar Allan Poe to Ernest Hemingway, Willa Cather, and John Barth. We will also engage with the historical and social contexts that conditioned the emergence of the genre and discuss its various stylistic and thematic transformations since the early nineteenth century.

Texts: *The Penguin Book of American Short Stories* (ISBN 978-0241952849). There will be a seminar reader with additional short stories and articles.

Ernest Hemingway: Short Stories

Dr. K. Hertel

Thu, 9:15 - 10:45, 116

For most people the name Ernest Hemingway is inextricably connected with the notions of bullfighting, drinking, big-game hunting and manliness. If most of these

concepts can indeed be found in some way or another in his broad range of fiction, there is – almost simultaneously as it seems – a much quieter note to be detected in his writing: one of emotional tension, of subtlety and sensitivity concerning the question of what it means to be human.

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

Tales of Tomorrow: The World(s) of Apocalypse in Contemporary American Fiction

Dr. M. Drescher

Samstag 28.10., Sonntag 29.10., je 9-18 Uhr,
Raum 108

This seminar will investigate contemporary American apocalyptic fiction. How do novels create future worlds and societies? How does the subject attune to new, catastrophic environments? How is our future imagined by the contemporary American novel?

Why are apocalyptic and futuristic fictions so popular today? Why and how do American authors deploy zombies, pandemic viruses, and human hibernation so as to comment on relevant political issues of our time? Why is this genre on the rise and how does it connect to other, more literary forms of writing? In which manner are such fictions dependent on the socio-institutional aspects of their production, i.e. literary critics, publishers, and presses?

We will give special attention to the processes by which novels create and imagine fictional worlds and introduce the basic theoretical and methodological instruments of textual analysis. We will further ask how socio-political ideas touch upon individual lives, social networks, and forms of belonging as depicted in the novels and the manner in which literature represents, affirms, and counters such ideologies. To do so, we will work with Don DeLillo's *Zero K* (2016), Emily St John Mandel's *Station Eleven* (2014), and Bennett Sims' *A Questionable Shape* (2013). Students will obtain and read the following editions *before* class:

DeLillo: *Zero K*. Picador, 2016.

St John Mandel: *Station Eleven*. Picador, 2015.

Sims: *A Questionable Shape*. One World, 2014.

This course will further the understanding of contemporary American literary culture and politics and introduce the basic tool-kit for literary analysis. An in-class presentation and a term paper are required for those who wish to receive credit.

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

5.5 Proseminar II Literaturwissenschaft

British Romanticism

Dr. H. Grundmann

Wed, 4:15 - 5:45, 112

The Romantic period (ca. 1790-1830) runs parallel to an age of revolutions. The war for independence of the American colonies, the abolitionist discourse and the French Revolution, as well as the demographic and economic impact of the Industrial Revolution changed not only the face of England, but also the forms and functions of literature. 'Romantic' did not mean 'sentimental' then, but designated radical beliefs in genius, the supernatural and the equal and unalienable rights of man (and woman), as stated by Thomas Paine and Mary Wollstonecraft. We shall be reading the more conservative nature poems by William Wordsworth, Coleridge and Keats as well as the political poetry by Shelley and Blake. Redefinitions of gender and class will also be traced in the work of women poets such as Barbauld, Smith and Hemans.

Texts: Please purchase *The Penguin Book of Romantic Poetry*. ed. by Jonathan Wordsworth. London: Penguin, 2005.

Writing for the Stage

Dr. K. Hertel

Tue, 2:15 - 4:45, 113

This class is designed to explore writing for the stage through practice and to encourage and guide students in writing their own one-act plays from scratch. Classes will be held in the form of 'block seminars' (starting in the first week of term) with ten three-hour sessions (always Tuesdays 14:15-16:30 or rather 16:45 including a 15-minute break). The class will be finished either before Christmas or by the second week in January.

Although there is no Short Play Festival planned for 2018, students will nonetheless get the opportunity to show their work in a staged reading done by Schauspielgruppe actors in the early months of the new year. It is absolutely essential that the participants will have some enthusiasm for the theatre and for creative writing, of course!

Since the number of students in this class is limited, registration is not via SignUp! Please register personally or by email: Kirsten.Hertel@as.uni-heidelberg.de

Texts: A Reader with exemplary one-act plays will be ready to be collected at *Copy Corner* (Merianstrasse) by the end of September.

Two Hundred Years of Frankenstein: Adaptations for Stage and Film

Dr. K. Hertel

Thu, 4:15 - 5:45, 113

In the case of Mary Shelley's novel *Frankenstein* (1816/1818) it was, interestingly, a series of stage adaptations in the 1820s which brought about a second edition of the novel. And up to present times, there have been ever new stage versions of the myth, competing for popularity with cinematic interpretations ever since the 1930s.

After familiarizing ourselves with the theory of adaptation, we shall be looking at different versions of *Frankenstein* from the early 19th-century up to the present day (f.ex. R. Brinsley Peake's *Presumption; or, The Fate of Frankenstein*, 1823; Peggy Webling's *Frankenstein*, 1927, which led to the first film adaptation by James Whale in 1931, and one of the latest stage adaptations by Dorothy Louise from 2004). By reading these texts, not only will we get to know different versions of the story, but also gain a good insight into the history and development of drama over two centuries: from melodramatic and burlesque 19th century adaptations to (post)-modern 20th century versions.

Since the 'original' novel *Frankenstein or the Modern Prometheus* will be the starting point, the novel should have been read by the beginning of term. And since most of the older play texts are no longer in print, they will be made available via a 'Reader' to be collected from *Copy Corner* (Merianstrasse) by the end of September.

Texts: Please purchase and read the 1831 ed. of Mary Shelley, *Frankenstein* published by Penguin Classics, Harmondsworth. Furthermore: Dorothy Louise, *Frankenstein* (Plays for Performance), Ivan R. Dee Inc., 2004 (ISBN: 978-1566635530).

Henry James and US Literary Realism

Dr. P. Löffler

Wed, 4:15 - 5:45, 122

American literary realism emerged as a dominant artistic movement in the years following the Civil War, responding to a series of interrelated political and cultural transformations in US society, amongst others, the Reconstruction era and the beginnings of Jim Crow America, the rise of modern capitalism, immigration and urbanization, but also mass literacy and the industrialization of the book.

Given this context, this seminar has a double purpose: we will trace the formation and institutionalization of literary realism in the US and we will read a selection of

Henry James' best-known novels and short stories to illustrate some of the most prominent critical debates surrounding the term realism in the late nineteenth and early twentieth centuries. As we familiarize ourselves with Jamesean realist principles we also encounter a number of competing realist styles (local color, working class lit., etc.) about which James often bitterly complained.

Texts: *Tales of Henry James, Portrait of a Lady, The Wings of the Dove*. Please buy the *Norton Critical Editions*.

Transatlantic Reflections: The 'International Theme' in American Literature

Priv.-Doz. Dr. M. Peterfy

Tue, 2:15 - 3:45, 110

Once the former British Colonies in North America had come to the conclusion that their future promise in life (and history) lay in the foundation of a new and independent national state, the question of what the distinguishing character of this new society should be became a prominent subject of reflection. In this seminar, we will look at texts which explore this question by comparing the US directly or indirectly to various European societies and cultures. "Our" authors went to Europe and wrote about their experiences and impressions, looking at European countries with American eyes. Beside two novels, Henry James's *Daisy Miller* and Hemingway's *The Sun Also Rises*, we will look at a selection of shorter texts, such as poems, essays, and autobiographical writings, complemented by some cinematic material. The material discussed is useful for both didactic and research purposes. A specific individual focus can be selected in the seminar paper. Additional requirements are a short presentation, regular participation in class discussions, and preparation of the class assignments.

Texts: The shorter texts will be available in a Reader by September 30. Please read the longer texts before the semester starts in the following editions (it is important that you buy these editions as there are different versions of the texts):

- Henry James, *Daisy Miller and An International Episode* (Oxford World's Classics). Ed. Adrian Poole. Oxford UP, 2013.
- Ernest Hemingway, *Fiesta: The Sun Also Rises*. London: Arrow Books, 2004.

American Fictions of Technology

Dr. H. Jakubzik

Wed, 11:15 - 12:45, 333

Computers have recently moved from industrial machine rooms into our homes, onto our desktops, into our laps, and are now continuing their journey through our bodies, on the way to replace our intelligence. And the USA seem to be the

vanguard, embracing technology as progress without a second thought. In this class, we will read a variety of both fictional and philosophical US-American texts from the 19th century (Edgar Allan Poe, Henry David Thoreau) up to the present (Don DeLillo, Jaron Lanier) to examine attitudes towards technology and progress, and the relation between technology, nature, and the human being.

The Development of American Drama

Priv.-Doz. Dr. M. Peterfy

Thu, 2:15 - 3:45, 113

In this course, we will look at the development of a national American theatre, starting with plays from the Early Republic, such as Royall Tyler's *The Contrast* (1787), and from there moving through the long 19th century. We will read an example of a so-called "Indian Play", but also a comedy of manners (*Fashion*, by Anna Cora Mowatt) and a melodrama about racial conflict by Dion Boucicault. We will then follow the development of realism/naturalism on the stage, and then finish our overview by analyzing examples of the modernist and experimental forms of the 20th century.

A reader with all the texts will be available in the Copy Corner as of mid-September; please start reading the plays in time so that you are ready to discuss them in the respective sessions.

5.6 Proseminar I Kulturwissenschaft (anwendungsorientiert)/Landeskunde

American Humor and American Life

Dr. S. Bloom

Mon, 9:15 - 10:45, 114

We will examine various aspects of American life using the folk humor known as jokes. Topics will include ethnic humor, African-American humor, Jewish humor, feminist humor, misogynist humor and political humor, in addition to some discussion of the function of humor in American society. Students will be asked to read two novels (chosen from a list) in which the authors use humor to deal with serious subjects.

Contemplation in America

K. Schoeberl

Wed, 6:15 - 7:45, 116

Broaden your knowledge of the American cultural landscape with a look at contemplative faith practices and their popularity in the U.S. since the mid-20th century. Phenomena such as "psy discourse," religious tourism, hybrid (east-west) practices, and what Matthew Hedstrom calls "the rise of religious middlebrow

(anwendungsorientiert)/Landeskunde

culture,” will feature in our discussion, which will be framed by three autobiographical bestsellers. The success of Trappist monk Thomas Merton's *The Seven Storey Mountain* in post-WWII America marks a new turn in curiosity about contemplative life and interest in “spiritual transformation.” The early writing of Ram Dass (Richard Alpert) from the 60's and 70's (*Be Here Now*) is an example of how that interest in transformation was influenced by changing cultural norms during the Vietnam Era. In a discussion of more recent trends in therapeutic and religious culture, we will use as a departure point *The Power of Now* by Eckhart Tolle, who, according to *The New York Times* in 2008, had “become the most popular spiritual author in the nation...[w]ith a seemingly limitless pool of middle-class discontent to tap into... .” Please purchase and read all three books (see below) before the start of the course. Shorter readings will be given throughout the semester.

Texts:

- Merton, T. (1999). *The seven storey mountain*. San Diego, Harcourt Trade Publ. (Orig. 1948, older editions fine).
- Dass, R. (1971). *Be here now*.
- Tolle, E. (2004). *The power of now: a guide to spiritual enlightenment*.

Introduction to the Study of British Culture

Prof. Dr. V. Nünning

Wed, 11:15 - 12:45, 116

“The further backwards you look, the further forward you can see.” (Winston Churchill)

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

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

We will also study excerpts of historical sources, which will be made available in the “Handapparat“.

Shared Histories - Ireland and Germany

D. O'Brien

Thu, 11:15 - 12:45, 122

This cultural studies course will look at various moments in the last 2000 years where Irish and German history intersect in some way. The course will deal with an eclectic range of topics from *the Celts*, who originated in what is now southern Germany and Austria, to *the Irish missionaries of the Early Middle Ages*, *the Irish monks and scholars at the court of Charlemagne*, culminating in the flourish of interest in all things Celtic (*Ossian*) in eighteenth and nineteenth century Germany, which is reflected in the literature and travel literature of the period (e.g. Pückler-Muskau's *Briefe eines Verstorbenen*).

In addition, Irish-German relations during the World Wars, in particular German involvement in the *Easter Rising*, the *propaganda war* directed towards Ireland and *German espionage* in Ireland during the Second World War, will be examined. The course will conclude by looking at post-war Irish-German relations (Böll's *Irishes Tagebuch* and Giordano's *Mein irisches Tagebuch*), including *Irish emigration to Germany* in the eighties and *popular stereotypes* of Ireland and the Irish in modern-day Germany.

Texts:

- Bourke, Eoin (2012). *Poor Green Erin. German Travel Writers' Narratives on Ireland from before the 1798 Rising to after the Great Famine*. Frankfurt: Peter Lang.
- Elsasser, Martin (1997). *Germany and Ireland. 1000 Years of Shared History*. Dublin: Brookside.
- Fischer, Joachim, Gisela Holfter and Eoin Bourke (eds) (1998). *Deutsch-Irische Verbindungen. Geschichte Literatur Übersetzung / Irish-German Connections. History Literature Translation*. Trier: Wissenschaftlicher Verlag Trier.
- Hamilton, Hugo (2003). *The Speckled People*. London: Fourth Estate.
- *History Ireland* Vol. 5 No. 3 Autumn 1997 Special Issue. Ireland & Germany through the Ages.
- Holfter, Gisela (2011). *Heinrich Böll and Ireland*. Newcastle: Cambridge Scholars Publishing.
- Ryan, James (2008). *South of the Border*. Dublin: Lilliput Press.

The US Civil War and the Reconstruction Era, 1845-1877

Dr. S. Föhr

Thu, 9:15 - 10:45, 112

The Civil War was a defining moment that -- in the words of a Union general who led a 'Colored' regiment into battle -- "marks an epoch not only in the history of the United States, but in that of democracy, and of civilization." Hailed as the dawn

of a new era, postwar Reconstruction aimed to craft a new democracy in which “all men” were truly “created equal.” Yet for most Americans of color, it soon became clear that the Union had “fought slavery to save democracy and then lost democracy in a new and vaster slavery,” as WEB Du Bois put it in his seminal work, *Black Reconstruction in America 1860-1880*. This course explores the causes and effects of the Civil War from the immediate antebellum era to the withdrawal of Federal troops from the south in 1877. Using a variety of primary sources, including texts written by former slaves, we will analyze the factors that contributed to the outbreak of war, developments during the course of the war itself, and the reasons why the ambitious program of Reconstruction failed.

5.7 Proseminar I Kulturwissenschaft (theoretisch)

Tales of Tomorrow: The World(s) of Apocalypse in Contemporary American Fiction

Dr. M. Drescher

Samstag 28.10., Sonntag 29.10., je 9-18 Uhr,
Raum 108

Description see page 26.

5.8 Proseminar II Kulturwissenschaft/Landeskunde

The British Constitution

B. Gaston

Mon, 11:15 - 12:45, 122

The British are fond of claiming theirs is the only democratic country without a written constitution, but how far is this really true? Clearly, there must be some rules, but where do they come from, how are they agreed upon, and how binding are they? In this course we will begin by examining the most important staging posts on the way to constitutional monarchy and parliamentary democracy, before moving on to look in more detail at the various parts of the ‘body politic’, and finish by discussing recent and possible future “constitutional crises”, such as Brexit and a potential second referendum on Scottish independence.

British Romanticism

Dr. H. Grundmann

Wed, 4:15 - 5:45, 112

Description see page 27.

Transatlantic Reflections: The 'International Theme' in American Literature

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

Description see page 29.

American Fictions of Technology

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

Description see page 29.

The Development of American Drama

Priv.-Doz. Dr. M. Peterfy Thu, 2:15 - 3:45, 113

Description see page 30.

The Tragic Mulatto

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

In this course we will trace the development of the tragic mulatto archetype over the past 150 years. Starting with the origins of the myth in the short stories of Lydia Maria Child, we will seek to define exactly what it is that makes a mulatto “tragic.” We will then examine the evolution of the myth in films such as *Birth of a Nation*, *Imitation of Life*, *Show Boat*, *Pinky*, and *The Human Stain*. Finally we will discuss the transformation of the archetype into a staple of science fiction, particularly in the Star Trek series.

6. Proseminare III

6.1 Proseminare III Sprachwissenschaft

Exploring English Proverbs, Idioms and Sayings Through the Ages

C. Watts

Saturday 11 November, 9:30-6:00; Sunday 12 November, 9:30-6:00; Monday 13 November, 6:00-21:00; Tuesday 14 November, 6:00-21:00; Raum 115, Raum: AS 115

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

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

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

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). Note: There will be an Übung accompanying the course.

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

Language Contact

Dr. J. Schultz

Wed, 2:15 - 3:45, 110

In recent years, language contact phenomena have become the focus of linguistic research. In this seminar, both theoretical aspects of language contact and a number of significant outcomes of contact involving English will be taken into account. Languages may, for instance, influence each other by the exchange of words. We will look at, among other things, the borrowing of vocabulary from foreign languages such as French, Spanish or German into the English lexicon; we will look at the formation of new varieties of English ("New Englishes") and the rise of pidgins and creoles due to language contact; we will also investigate the way English has shaped other languages in its spread as a world language (Anglicisms in German, "International English"). In addition, an insight will be offered into the phenomenon of bilingualism and its societal implications.

Texts: Thomason, Sarah G. (2001): *Language Contact. An Introduction*. Washington: Georgetown University Press.

Varieties of English in the Southern Hemisphere

Priv.-Doz. Dr. N. Nesselhauf

Mon, 11:15 - 12:45, 113

This seminar will be concerned with all the different types of varieties that can be found in the Southern Hemisphere. In addition to the larger first-language varieties of Australian English and New Zealand English, we will also discuss smaller first-language varieties such as the ones found on some South Atlantic Islands, second-

language varieties of English (as used, for example, on some Pacific Islands) and English-based creoles (such as Tok Pisin). Special attention will also be given to the varieties of English used in South Africa. We will cover issues such as the structure and use of these various Englishes, their socio-linguistic and regional distribution, and their historical emergence, and also discuss possible reasons for the similarities of some of the first-language Southern Hemisphere varieties. At a more general level, we will also deal with theories of world Englishes and with the different methodological approaches to the study of varieties.

For their seminar papers (deadline 9 March 2018), participants will be expected to carry out an empirical analysis as well as to give a short preparatory poster presentation. An oral presentation will also be required. To register for the course, please send an email to Nadja.Nesselhauf@urz.uni-heidelberg.de, indicating whether you intend to acquire credit points or participate as a “Gasthörer”.

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

Critical Discourse Analysis

Prof. Dr. S. Kleinke

Wed, 11:15 - 12:45, 110

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

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

First, Second, and Third Language Acquisition Compared

Priv.-Doz. Dr. S. Mollin

Wed, 9:15 - 10:45, 108

Young children acquire their mother tongue without explicit instruction, and still become perfect at it. In contrast, we all know how hard we need to labour to learn a foreign language – and we never achieve complete native-like competence. There

thus appear to be important differences between the processes of First and Second Language Acquisition. However, similarities can also be found, as in the parallel developmental sequences that both children and older learners frequently exhibit in the acquisition of syntactic structures. This class will therefore briefly sketch the fundamentals of First and Second Language Acquisition each, and then compare the two in detail, taking into account different linguistic levels (phonology, lexicon, morphology and syntax).

We will necessarily consider major linguistic theories to explain these differences and similarities. In addition, we will go beyond Second Language Acquisition to include the relatively recent research into Third Language Acquisition as well, where we will find that it makes a difference whether a student learns their first foreign language (SLA) or an additional foreign language (TLA) – not all processes are the same, and just like the structures of the mother tongue can and do influence output in the second language, so can the structures of both mother tongue and second language influence a learner's third language. The last part of the class will therefore outline this additional language acquisition and compare it to the first two types. Register via e-mail: sandra.mollin@as.uni-heidelberg.de.

Conceptual Metaphor Theory

Prof. Dr. Kövecses

This course takes place in block sessions:

(12/01/18) 10:00-13:30 and 14:30-8:30 AS 112

(13/01/18) 10:00-13:30 and 14:30-8:30 AS 122

(19/01/18) 10-13:30 and 14:30-18:30 AS 112

(20/01/18) 10:00-13:30 and 14:30-18:30 AS 122,

The goal of this course is to provide an up-to-date and in-depth introduction to the cognitive mechanisms of metaphor and metonymy in cognitive linguistics. We begin by clarifying some of the basic ideas of conceptual metaphor theory, such as source and target domain, the mappings between source and target, the unidirectionality of mappings, the classification of metaphors, the motivation for linguistic and conceptual metaphors, the notion of embodiment, and the like. We then move on to the discussion of some of the major issues concerning metaphor and metonymy in the cognitive linguistic view. These include the issue of how we can identify metaphors in texts, what does and what does not get mapped from source to target, whether metaphors create or simply reflect previously existing understandings of the world in the form of cognitive models, the nature of metonymy, the question of the relationship between metaphor and metonymy, the relationship between metaphor and conceptual integration, the role of metaphor in discourse, and so on. We also deal with some of the recent challenges to conceptual metaphor theory and we end the course with a synthesis of various theories of metaphor. Along the way, we show how a variety of problematic issues can be handled by means of the theory offered in a number of fields, including literary

studies and foreign language teaching. Note: This course takes place in block sessions. Registration: via anmeldung.kleinke@as.uni-heidelberg.de

6.2 Proseminare III Literaturwissenschaft

HS Religion and 19th-Century American Literature

Prof. Dr. J. Stievermann

Thu, 11:15 - 12:45, HCA

This class will explore the varieties of religious experience in nineteenth-century America as expressed in different genres of prose writing, including novels, short stories, autobiographies, and experimental essays. We will discuss pieces by “highbrow” liberal intellectuals such as Ralph Waldo Emerson and Nathaniel Hawthorne, the narrative of the runaway slave and African American minister James W.C. Pennington, the two best-selling evangelical novels of the century—Harriet Beecher Stowe's *Uncle Tom's Cabin* (1852) and Lew Wallace's *Ben Hur: A Tale of the Christ* (1880)—as well as works of “lowbrow” supernatural fiction. Through this diversity of authors and texts, students will be familiarized not only with the most important churches, movements, and developments of America's variegated religious landscape. You will also learn about the complex ways in which literature served as a medium to model experiences of faith as well as doubt and propagate or problematize theological ideas and reform agendas. A course reader will be available at the beginning of the semester.

Please buy and read:

- Harriet Beecher Stowe. *Uncle Tom's Cabin* (1852). Penguin Edition: 978-0140390032
- Lew Wallace. *Ben Hur: A Tale of the Christ* (1880: Dover Thrift Edition (2015). ISBN: 978-0486799285

Portraits of the Artist in Contemporary British Drama and on Film

Dr. M. Raab

Fri, 6:10:, 10:15 Uhr – 1:30 Uhr und 2:30 Uhr – 4:00 Uhr
Mon, 9:10:, 10:15 Uhr – 1:30 Uhr und 2:30 Uhr – 4:00 Uhr
Tue bis Fri, 10:10: – 1:10:, jeweils 9:15 Uhr – 12:30 Uhr und 1:30 – 3:00 Uhr,
Raum: AS 108

Portraits of the artist in contemporary British drama and on film In recent years British dramatists produced a body of work that collectively amounts to a history of British art in its own. Rebecca Lenkiewicz portrayed William Turner, the most important English painter of the 19th century, who was also the subject of Mike

Leigh's 2014 film *Mr Turner*. Peter Whelan describes the tortured love triangle between the leading Pre-Raphaelite Dante Gabriel Rossetti, the designer William Morris and the latter's wife Janey. Pam Gems wrote a play about Stanley Spencer, the most idiosyncratic British painter of the 20th century. John Byrne leads us into the bohemia of London's Soho where the Scottish artists and partners Colquhoun and McBryde lived. Lee Hall portrays the Ashington Group of miners who became painters themselves after a course in art appreciation. Apart from those biographical studies the seminar will use Tom Stoppard's *Artist Descending a Staircase* to discuss more general questions about modern art and John Maybury's Francis Bacon-film *Love Is the Devil* (1998) for another take on the Soho scene. Enrolment is directly via this email-address: drmichael.raab@web.de. Raum 108, am 11.10. findet die VA in Hörsaal 04 a im EG der Neuen Uni statt!

Texts: Required reading are the following six plays: Tom Stoppard: *Artist Descending a Staircase* (1972) John Byrne: *Colquhoun and MacBryde* (1992) Pam Gems: *Stanley* (1996) Peter Whelan: *The Earthly Paradise* (2004) Lee Hall: *The Pitmen Painters* (2007) Rebecca Lenkiewicz: *The Painter* (2011) DVDs of *Mr Turner* and *Love Is the Devil* are available in the department library.

(Post-)Modernity and Its Discontents: Social Criticism in Contemporary American Novels

Prof. Dr. D. Schloss

Thu, 2:15 - 3:45, 108

The American and French Revolutions promised to place human society on an entirely new footing: The idea was that democracy would do away with the authoritarian rule prevalent in the *ancien régime*; in the new system, order was seen as emerging 'spontaneously' out of the processes of social and economic life rather than being imposed from above. Modern sociologists such as Max Weber, however, have taught us to be sceptical of the view of democracy as a quasi-spontaneous process; they consider democratic capitalism not as an entirely new political and socio-economic system, but as the latest stage of an ongoing process of societal modernization. In this process, restraints have not disappeared, but gradually turned into 'self-restraints'; in fact, in Weber's view, the civilizing pressures to which the individual has been subjected in modernity have increased rather than decreased – an assessment which is reflected in Weber's indictment of modern society as an 'iron cage' ("ein stahlhartes Gehäuse"). More recently, thinkers such as Michael Foucault and Jean Baudrillard have elaborated on the role of culture in this process of modernization. In their view, literature, film, television, and music, while ostensibly providing a release from the pressures of modern life, streamline and discipline populations. In short, the media plays its part in constructing the modern/postmodern cage in which we live today – not the least by making it more bearable.

Literaturwissenschaft

Novelists have always had a particular interest in social life and in social processes; indeed, quite a number of nineteenth-century fiction writers considered themselves as sociologists in disguise. In the last two decades, American writers seem to have rediscovered society as a field of interest. However, unlike their nineteenth-century predecessors, they are not interested in issues of class (or race) nor do they try to uncover forms of social or economic exploitation. Instead, they practice a new form of social analysis or ‘cultural criticism’ – namely one which explores the effects of modernization along the lines developed by the social theorists mentioned above. In fact, many of these writers portray human individuals placed in the ‘cage’ of modern or post-modern civilization. While at first sight, protagonists such as the anonymous narrator of Chuck Palahniuk’s *Fight Club* seem to be perfect examples of the free modern individual, a closer look reveals that their emotions and actions are subjected to various social and cultural restraints. Consciously or unconsciously, many protagonists are looking for ways of getting out of the cage – frequently by resorting to acts of violence. By depicting these efforts, the novelists not only portray a desperate search for authenticity – for a life beyond the iron cage –, but they also shed light on the civilizing pressures human beings are subjected to in modernity. – In this course, we will read novels by Chuck Palahniuk, Don DeLillo, Cormac McCarthy and Dave Eggers together with essays from social philosophers such as Max Weber, Norbert Elias, Theodor W. Adorno, Michael Foucault, and Byung-Chul Han and consider how the sociological and literary discourses throw light on each other. (Please register for this course via email.)

Texts: Chuck Palahniuk, *Fight Club: A Novel* (1996; Norton pb.); Don DeLillo, *Cosmopolis* (2003; MacMillan pb.); Cormac McCarthy, *The Road* (2007; Vintage pb.); and Dave Eggers, *The Circle* (2013; Penguin pb.). Please read the novels before the semester starts. A collection of sociological texts will be made available on Moddle.

Narrative Ways of Worldmaking

Prof. Dr. V. Nünning

Tue, 11:15 - 12:45, 115

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

How can authors, using only a few sentences, build worlds – even fantastic worlds – that seem to be real? And which consequences does such worldmaking have? Is it true that these works are persuasive, and influence our attitudes? Which ways of worldmaking are particularly persuasive, and which can be found in non-fictional texts as well? After all, there is a lot of worldmaking going on in the various media

– and many of the worlds are purely imaginative, even though they purport to be accounts of facts.

We will discuss the following texts: Charlotte Brontë, *Jane Eyre: An Autobiography* (1847) Zadie Smith, *NW* (2012) Julian Barnes, *The Noise of Time* (2016).

American Historical Fiction: Themes, Formats, Theories

Priv.-Doz. Dr. M. Peterfy

Thu, 9:15 - 10:45, 110

Works of American historical fiction and of its various sub-genres have enjoyed an enthusiastic reception by readers for the last two centuries. But, as any other literary genre, historical fiction has changed and developed throughout this time, not just with respect to content, but also concerning formal aspects. In the course of being adapted to the interests and outlooks of diverse individuals, regions, and periods, historical fiction has undergone many changes. In this seminar, we will read and discuss a number of American historical novels. Starting with the historical romance of the Early Republic, we will follow the development of the genre by looking at exemplary texts in which the authors turned to the description of historical events. At the same time, we will also consult theoretical texts about writing and reading historical fiction. Please buy and read the following books before the semester: James F. Cooper, *The Spy* (1821) N. Hawthorne, *The Scarlet Letter*. (1850) Stephen Crane, *The Red Badge of Courage*. (1895) M. Mitchell, *Gone with the Wind*. (1936) K. Vonnegut, *Slaughterhouse Five*. (1969) T. Morrison, *Beloved*. (1975)

Requirements: Regular participation in our classroom discussions, short oral presentation, term paper. Please sign up for this class by writing to: margit.peterfy@as.uni-heidelberg.de.

Cultural Ways of Worldmaking

Prof. Dr. V. Nünning

Wed, 16:30 - 16:00, 116

The world we live in is created by our ways of dealing with the environment and negotiating social problems and cultural norms. While we cannot construct our worlds ex nihilo, we can influence them by the way we respond to and shape realities and decide which courses we want to take. However, we are not the only actors in this play: policy makers, the social media, and algorithms ('big data') shape our surroundings and induce us to make particular choices. The fundamental – though often unnoticed – changes of our life styles and the world we live in also involve literature "in the age of amazon".

Literaturwissenschaft

In this seminar, we will try to gain insight into the mechanisms and processes that shape our contemporary ways of worldmaking. Since literary works are unique in not only showing, but also reflecting on cultural ways of worldmaking, we will focus on contemporary novels, exploring both the ways in which narrative fictions create literary worlds and how they reflect upon worldmaking at large. We will also look at other discourses, media and factual narratives, in order to analyze their respective ways of worldmaking.

The first novel which we will discuss is Dave Eggers, *The Circle* (2013). In the first session, we will discuss which additional novels we want to read.

Anmeldungen bitte an Marlene Konrad: sekretariat.nuenning@as.uni-heidelberg.de

7. Hauptseminare

7.1 Hauptseminare Sprachwissenschaft

Varieties of English in the Southern Hemisphere

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

Description see page 36.

Linguistic Analysis

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

Description see page 36.

Exploring English proverbs, idioms and sayings through the ages

C. Watts Saturday 11 November, 9:30-6:00; Sunday 12 November, 9:30-6:00; Monday 13 November, 6:00-21:00; Tuesday 14 November, 6:00-21:00; Raum 115, Raum: AS 115

Description see page 35.

Language Contact

Dr. J. Schultz Wed, 2:15 - 3:45, 110

Description see page 36.

Critical Discourse Analysis

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

Description see page 37.

First, Second, and Third Language Acquisition Compared

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

Description see page 37.

Conceptual Metaphor

Prof. Dr. Kövecses Block

7.2 Hauptseminar Literaturwissenschaft

(Post-)Modernity and Its Discontents: Social Criticism in Contemporary American Novels

Prof. Dr. D. Schloss

Thu, 2:15 - 3:45, 108

Description see page 40.

Portraits of the artist in contemporary British drama and on film

Dr. M. Raab

Fri, 6:10:, 10:15 Uhr – 1:30 Uhr und 2:30 Uhr – 4:00 Uhr Mon, 9:10:, 10:15 Uhr – 1:30 Uhr und 2:30 Uhr – 4:00 Uhr Tue bis Fri, 10:10: – 1:10:, jeweils 9:15 Uhr – 12:30 Uhr und 1:30 – 3:00 Uhr, Raum: AS 108

Description see page 39.

HS Religion and 19th-Century American Literature

Prof. Dr. J. Stievermann

Thu, 11:15 - 12:45, HCA

Description see page 39.

Narrative Ways of Worldmaking

Prof. Dr. V. Nünning

Tue, 11:15 - 12:45, 115

Description see page 41.

American Historical Fiction: Themes, Formats, Theories

Priv.-Doz. Dr. M. Peterfy

Thu, 9:15 - 10:45, 110

Description see page 42.

Cultural Ways of Worldmaking

Prof. Dr. V. Nünning

Wed, 16:30 - 16:00, 116

Description see page 42.

8. Kolloquien

Recent Trends in English Studies (for MA candidates)

Priv.-Doz. Dr. M. Peterfy

Tue, 1:15 - 2:00, 110

This interdisciplinary seminar was created for the MA students in our department, in order to familiarize them with the most recent research trends in English Studies. Every session will be conducted by a different professor, who will provide you with an insight into their current research. This seminar is only being offered in the winter term; in the summer term, MA students will be invited to give their own presentations in the context of an MA - symposium.

EZS-Kolloquium der Neuphilologischen Fakultät: Mehrsprachige Perspektiven der Linguistik

Universität Heidelberg Neuphilologische Fakultät/Europäisches Zentrum für Sprachwissenschaften (EZS)

Prof. Dr. Vahram Atayan
Prof. Dr. Ekkehard Felder

Thu, 14:15 - 15:45, Germ. Seminar, Karlstr. 2,
Raum 4. Vierzehntäglich, Beginn 26.10.2017.

Das EZS-Kolloquium steht allen Nachwuchswissenschaftlerinnen und Nachwuchswissenschaftlern offen, die an einem Austausch mit Experten verschiedener Sprachen interessiert sind. Das Kolloquium will den meist auf eine Philologie gerichteten Forschungskontext um den Horizont weiterer linguistischer Teilfächer erweitern. In erster Linie soll damit den Doktorandinnen und Doktoranden eine Plattform des Austausches geboten werden. Selbstverständlich sind auch Vorträge von Habilitanden denkbar oder in Einzelfällen von Studierenden, die ihre Abschlussarbeiten im Bachelor- und Master-Studium verfassen. Im Mittelpunkt steht der wissenschaftliche Austausch verschiedener Philologien, also der mehrsprachige Blick auf linguistische Fragestellungen. Sprachwissenschaftlich Interessierte können in diesem Forschungskolloquium zwanglos den Aufbau, die Zielsetzung, das zugrundeliegende Theoriegebäude, die Methodologie und die Materialgrundlage sowie einzelne wichtige Teilprobleme der eigenen Untersuchung mit Kommilitonen und Experten verschiedener Sprachen und linguistischer Teildisziplinen diskutieren. Das vorgestellte Thema muss nicht zwingend Mehrsprachigkeitsaspekte berühren, um auch für andere Disziplinen interessant zu sein. Darüber hinaus erhält man einen Eindruck, wie man sich in einer wissenschaftlichen Runde in Vortrag und Diskussion präsentieren kann – eine heute allseits geforderte Schlüsselkompetenz. Alle Zuhörer sind selbstverständlich eingeladen, an der Diskussion aktiv teilzunehmen.

Die Teilnehmer des Kolloquiums können gezielt auch Gäste und Referenten einladen. Dazu werden finanzielle Mittel in überschaubarem Umfang verfügbar sein.

Das EZS-Kolloquium findet in der Regel donnerstags zwischen 14 und 16 Uhr statt. **Eine gesonderte Anmeldung ist nicht erforderlich: In der ersten Sitzung am 26. Oktober wird alles Weitere besprochen.** Das aktuelle Programm mit den Terminen veröffentlichen wir auf der Homepage des Dekanats und des Europäischen Zentrums für Sprachwissenschaften (EZS). Neben den Kolloquiumstreffen sind auch Exkursionen geplant – im folgenden Semester wollen wir das Institut für Deutsche Sprache (IDS) in Mannheim besuchen.

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). Note: There will be an Übung accompanying the course.

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

Examenskolloquium

Priv.-Doz. Dr. M. Peterfy

Tue, 9:15 - 10:45, 110

In preparation of your oral exam, we will review central questions and issues of the study of literature.

Colloquium for Doctoral Candidates

Prof. Dr. V. Nünning

Tue, 2:00 - 4:00, 115

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

Please register personally with me during my office hours.

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

Eine persönliche Anmeldung in meiner Sprechstunde ist erforderlich.

Research Colloquium

Prof. Dr. S. Kleinke

Wed, 6:15 - 7:45, 110

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

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

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

Exam Colloquium

Prof. Dr. S. Kleinke

Thu, 11:15 - 12:45, 110

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

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

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

(Zur Anschaffung empfohlen). Weitere Literaturhinweise in der ersten Sitzung.

Colloquium for Exam Candidates

Priv.-Doz. Dr. S. Mollin

Thu, 11:15 - 12:45, 113

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

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

Preparing for the Final Exam

Prof. Dr. D. Schloss

Thu, 11:15 - 12:45, 333

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

9. Fachdidaktik

9.1 Fachdidaktik (2 LP polyvalenter BA)

Methodology I

S. Mussmann

Mon, 12:15 - 13:45, 116

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

Der Kurs findet bis Weihnachten statt. Erwartet werden regelmäßige Anwesenheit, aktive Teilnahme und die Erstellung eines kurzen *term papers*.

Linguistic Approaches to Social Media and English Language Teaching

I. Kleiber

Tue, 2:15 - 3:45, 108

Description see page

Zusätzlich zu diesen beiden Kursen können Studierenden im polyvalenten BA die 2 LP Fachdidaktik aus dem Angebot von heiEducation bestreiten (siehe <<https://hse-heidelberg.de/studium/hse-lehrangebot/>> bzw. auf <<https://lsf.uni-heidelberg.de/>>).

9.2 Fachdidaktik I (4 LP. Staatsexamen GymPO)

Methodology I

Die Qualifikationsziele sind die Sensibilisierung für zentrale fachdidaktische Fragestellungen, die Kenntnis theoretischer Grundlagen eines kompetenzorientierten Fremdsprachenunterrichts und der Erwerb von Grundkonzepten altersgerechten Fremdsprachenunterrichts. Das Fachdidaktik - Modul 1 orientiert sich an den Inhalten und Erfordernissen des Schulpraxissemesters:

- den theoretische Grundlagen zum Fremdspracherwerb und -lernen, der Didaktik und Methodik des kompetenzorientierten und kommunikativen

Englischunterrichts wie Sprachtätigkeiten, sprachliche Mittel, interkulturelle Kompetenz, Lernstrategien

- den Grundlagen der Beobachtung, Planung, Durchführung und Reflexion von Englischunterricht
- den Methoden und Medien im Fremdsprachenunterricht

Texts: Lehrwerke werden gestellt.

J. Naßutt

Wed, 8:15 - 9:45, 110

J. Naßutt

Wed, 10:15 - 11:45, Quinckestraße

9.3 Fachdidaktik II (4 LP. Staatsexamen GymPO)

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

Dealing with Texts & Films in the English Classroom

S. Mußmann

Mon, 8:30 - 10:00, 115

Following an overview, we will pursue a practice-oriented approach and, based on teaching methodology/ didactics, deal with precise examples that can be used in approaches to text and film analysis.

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

Communication in the English classroom

S. Mußmann

Mon, 10:15 - 11:45, 116

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 are asked to take part (very) actively and practice these exercises.

How to Make Them Talk? - Schüleraktivierende Methoden im Englischunterricht

S. Schmeiser

Tue, 4:15 - 5:45, 114

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

Schon früh wird den Schülerinnen und Schülern bewusst, dass Englisch als lingua franca jene Sprache ist, mit der sie leicht mit anderssprachigen Personen kommunizieren können. Sie begegnen ihr in ihrem Alltag in der Jugendkultur, in den Medien, auf Reisen – schnell wächst auch das Bewusstsein für die Wichtigkeit der Sprache im späteren Studium und Berufsleben. Englisch sprechen zu können, ermöglicht also die aktive Teilhabe am internationalen und interkulturellen Dialog.

Im Mittelpunkt dieses Kurses steht die Hinwendung zu einem schülerzentrierten Englischunterricht, um die Schulung der Kompetenz des Sprechens in der Fremdsprache zu stärken. Es werden Wege und Möglichkeiten beleuchtet, schüleraktivierende Elemente im Englischunterricht zu integrieren, authentische Kommunikationsanlässe zu schaffen und so den Redeanteil jedes Einzelnen zu erhöhen. In den Sitzungen setzen sich die Kursteilnehmerinnen und Kursteilnehmer mit fremdsprachendidaktischen Grundsätzen und methodischen Vorgehensweisen auseinander und übertragen diese auf neue Themenbereiche des Unterrichts.

10. Sprachpraxis

10.1 Pronunciation Practice BE

On the basis of theoretical phonetic and phonological knowledge, in this course students will learn how to further approach one of the two major standards of English pronunciation. The course will cover the phonemic as well as the suprasegmental and phonotactic levels. Special attention will be paid to typical L1 interference patterns such as an overuse of glottal onsets or the absence of pre-lenis lengthening.

It is recommended that this course should be taken in the same semester as the phonetics lecture (*Introduction to Phonetics and English Phonology*) – alternatively, in the semester after the lecture. The credit that you receive for passing this class equals the so-called “Aussprachetest”.

You need to sign up online for either British English (BE) or American English (AE) classes before the start of the semester in order to obtain a place. Please note that you will lose your place in this course if you do not attend the first session (N.B.: courses start in the first week of the semester).

M. Kucher	Fri, 9:15 - 10:00, 116
M. Kucher	Fri, 10:15 - 11:00, 116
M. Kucher	Fri, 11:15 - 12:00, 116
M. Kucher	Fri, 12:15 - 1:00, 116
M. Kucher	Fri, 1:15 - 2:00, 116

10.2 Pronunciation Practice AE

On the basis of theoretical phonetic and phonological knowledge, in this course students will learn how to further approach one of the two major standards of English pronunciation. The course will cover the phonemic as well as the suprasegmental and phonotactic levels. Special attention will be paid to typical L1 interference patterns such as an overuse of glottal onsets or the absence of pre-lenis lengthening.

It is recommended that this course should be taken in the same semester as the phonetics lecture (*Introduction to Phonetics and English Phonology*) – alternatively, in the semester after the lecture. The credit that you receive for passing this class equals the so-called “Aussprachetest”.

You need to sign up online for either British English (BE) or American English (AE) classes before the start of the semester in order to obtain a place. Please note that you will lose your place in this course if you do not attend the first session (N.B.: courses start in the first week of the semester).

N. Becker	Fri, 2:15 - 3:00, 108
N. Becker	Fri, 3:15 - 4:00, 108
N. Becker	Fri, 4:15 - 5:00, 108
N. Becker	Fri, 5:15 - 6:00, 108

10.3 Tense and Aspect

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

K. Henn	Mon, 2:15 - 3:45, 116
K. Pfister	Tue, 9:15 - 10:45, 115
K. Pfister	Tue, 11:15 - 12:45, 114
K. Henn	Tue, 4:15 - 5:45, 116
K. Pfister	Thu, 9:15 - 10:45, 115
K. Henn	Thu, 4:30 - 6:00, 122
D. O'Brien	Fri, 9:15 - 10:45, 122

10.4 Tense and Aspect for Repeat Students

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

C. Burlingame-Goff	Thu, 9:15 - 10:45, 114
C. Burlingame-Goff	Thu, 11:15 - 12:45, 114

10.5 Essential Skills for Writing

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

D. O'Brien	Tue, 9:15 - 10:45, 122
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B. Gaston	Wed, 2:15 - 3:45, 108
B. Gaston	Wed, 4:15 - 5:45, 108
K. Henn	Thu, 11:15 - 12:45, 116
K. Henn	Thu, 2:30 - 4:00, 116
D. O'Brien	Fri, 11:15 - 12:45, 122

10.6 Essential Skills for Writing for Repeat Students

This course is designed for students who failed Essential Skills for Writing last semester and need more support in paragraph writing. We will focus on organising information logically, making connections between ideas clear, and editing paragraphs for common errors.

Please note: it is highly recommended that you attend Essential Skills for Writing in addition to this course.

Dr. S. Föhr	Wed, 9:15 - 10:45, 112
Dr. S. Föhr	Wed, 11:15 - 12:45, 112

10.7 Structure and Idiom

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

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

10. 8 Structure and Idiom for Repeat Students

B. Gaston

Tue, 2:15 - 3:45, 112

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

10.9 English in Use

KISS: Professional Presentation of Research

K. Gunkel

Blockseminar; 4 Saturdays; for dates and times, please see 'Aktuelles' at the end of September 2017, Raum: R 108

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

Requirements: PowerPoint/Keynote.

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

Vocabulary and Idiom

D. O'Brien

Thu, 9:15 - 10:45, 122

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

will be confronted with a myriad of texts to read and exercises to do both at home and in class.

If you enjoy words and language, if you are the type of person who gets sidetracked when using a dictionary, then this is the course for you.

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

Successful Communication Across Cultures

K. Gunkel

Thu, 6:15 - 7:45, 110

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

Drawing on material from a variety of languages and cultures, we will explain and exemplify linguistic aspects of communication across cultures, including pragmatics, discourse analysis, politeness studies and cross-cultural communication. By the end of this course, students will understand how their own socio-cultural expectations of language shape their interpretation of meaning in various ways. Students will be able to apply linguistic principles to transcultural communication in business and global contexts.

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

10.10 Academic Essay Writing

Advanced Writing

K. Henn

Mon, 4:15 - 5:45, 122

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

You need to have written at least one term paper in English before you take this

class, and you need to be willing to show your written work to others in the class.

MA students and students writing their BA thesis are very welcome to join the class, numbers permitting. Please send me an email if you are unable to register via SignUp.

Academic Essay Writing

In this writing-intensive course, we will explore a variety of ways to develop a coherent and persuasive argument in writing. Topics include strategies for approaching different kinds of writing assignments, tools for structuring your papers, and proofreading and editing tips to help you polish your work. The class is structured as a series of workshops on different aspects of the writing process. In most class sessions, we will be working with the materials you prepare for homework. For this reason, it is essential that you bring hard copies of your homework to class every week. At the end of term, you will be asked to submit a portfolio of all your written work for the class, including drafts, graded essays and revisions; your grade on this portfolio will be your final grade for the course.

Dr. S. Föhr Tue, 9:15 - 10:45, 112

Dr. S. Föhr Thu, 11:15 - 12:45, 112

Advanced Writing

K. Schoeberl Wed, 11:15 - 12:45, 114

This course offers students an opportunity to practice writing skills through drafting and revising a series of short papers. Papers are written in response to a variety of fiction and non-fiction texts, and shared in hardcopy with a group of classmates between drafts. Full and regular participation in this peer review process is required, as is punctual submission of each draft. Relevant readings from the field of rhetoric and composition will be given throughout the semester. Course content and the “workshop” structure of class sessions are created with future teachers in mind.

10.11 Exposition and Argumentation

Formality and Concision

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

Summary writing. Your task is to reduce a text to 10-15% of its length without losing any important ideas. **Assessment:** an assignment to be completed outside class (50% of your grade). **Text analysis.** This exercise requires you to draw conclusions about the message of a text, its intended readership, and the relationship between writer and reader, by conducting an analysis of the text's layout and language. **Assessment:** an in-class test (50% of your grade).

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

Prerequisites.

- BA English Philology 50%: Essential Skills for Writing, Advanced Writing/Academic Essay Writing.
- BA Engl. Phil. 75% and GymPO: Tense and Aspect, Structure and Idiom, Essential Skills for Writing, Advanced Writing/Academic Essay Writing.
- BA English Studies: Tense and Aspect, Essential Skills for Writing, Structure and Idiom.
- This course is not appropriate for BA25% students.

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

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

Exposition and Argumentation: Understanding and Expressing Opinions

D. O'Brien Tue, 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*). Text types dealt with include cover letters, letters to the editor and summaries.

How to Design and Present Your Research Posters

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

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

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

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

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

10.12 Description and Narration

Fables, Fairy Tales and Ballads

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

Course evaluation will consist of a written assignment (fables and fairy tales) and a final exam (ballads). N.B. This course is not open to BA 25% students. GymPo and new BA 50% and 75% students need to have successfully completed Tense and Aspect, Essential Skills for Writing, and Structure and Idiom in order to take this course.

C. Burlingame-Goff Tue, 9:15 - 10:45, 113

B. Gaston Tue, 11:15 - 12:45, 113

Theatrical Reviews

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

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

events. In order to illuminate these principles, we will be attending and writing a review on an English-language production.

Translation II (E-G)

K. Gunkel

Fri, 9:15 - 10:45, 110

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

Course requirements:

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

10.13 Advanced English in Use

Formality and Concision

K. Henn

Tue, 11:15 - 12:45, 116

Description see page 59.

Fables, Fairy Tales and Ballads

C. Burlingame-Goff

Tue, 9:15 - 10:45, 113

Description see page 60.

Formality and Concision

K. Henn

Tue, 2:15 - 3:45, 116

Description see page 59.

Theatrical Reviews

C. Burlingame-Goff

Thu, 2:15 - 3:45, 122

Description see page 60.

Exposition and Argumentation: Understanding and Expressing Opinions

D. O'Brien

Tue, 4:15 - 5:45, 122

Description see page 59.

How to Design and Present Your Research Posters

K. Gunkel

Thu, 9:15 - 10:45, 108

Description see page 59.

Translation II (E-G)

K. Gunkel

Fri, 9:15 - 10:45, 110

Description see page 61.

11. Ethisch-Philosophisches Grundstudium

Ethisch-Philosophisches Grundlagenstudium II

The British Constitution

B. Gaston

Mon, 11:15 - 12:45, 122

Description see page 33.

British Romanticism

Dr. H. Grundmann

Wed, 4:15 - 5:45, 112

Description see page 27.

Transatlantic Reflections: The 'International Theme' in American Literature

Priv.-Doz. Dr. M. Peterfy

Tue, 2:15 - 3:45, 110

Description see page 29.

American Fictions of Technology

Dr. H. Jakubzik

Wed, 11:15 - 12:45, 333

Description see page 29.

The Tragic Mulatto

C. Burlingame-Goff

Wed, 9:15 - 12:45, 122

Description see page 34.

12. Sonstiges

Creative Writing

P. Bews

Thu, 6:15 - 7:45, 112

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

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

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

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.

13. Übergreifende Kompetenzen

Moderne KrisenLiteratur (2 CP ÜK)

Ringvorlesung

Thu, 18:15 - 19:45, NUni HS 1

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

In Anknüpfung an die interdisziplinäre Vortrags- und Gesprächsreihe „Gegenwartsliteratur und Zeitdiagnostik“ (WS 16/17) lädt die Neuphilologische Fakultät im Wintersemester 2017/18 dazu ein, im Dialog zwischen jeweils einem Literaturwissenschaftler und einem Vertreter einer kultur-, sozial- oder geschichtswissenschaftlichen Disziplin darüber nachzudenken, wie sich die Umbrüche und Erschütterungen der ökonomischen, politischen und kulturellen Moderne in literarischen Werken des 19. Jahrhunderts niedergeschlagen haben. Die Organisatoren der Reihe „Moderne KrisenLiteratur“ möchten in wöchentlichen Beiträgen zur Diskussion stellen, was uns die Literatur über die Krisen der Moderne mitzuteilen hat und welche Erzählmuster in Zeiten epochalen Umbruchs entwickelt wurden, um einer subjektiv oder auch kollektiv empfundenen Unsicherheit ästhetischen Ausdruck zu verleihen und worin die Literatur vielleicht sogar sozialwissenschaftlichen Methoden in der Beschreibung von Krisenzeiten überlegen sein kann.

Im Wintersemester 2017/18 soll zunächst das 19. Jahrhundert in den Blick genommen werden. Die Literatur des 20. Jahrhunderts soll in einem späteren Semester folgen. Kontakt für Rückfragen: Dr. Martina Engelbrecht (engelbrecht@uni-heidelberg.de).

Ausblick

SoSe 2018

PS I: Introduction to the Study of Fiction: 21st Century Black British Literature	Earnshaw
PS II: Scientists in British and American Fiction	Elstermann
PSI: 'Carpe diem', guilt and responsibility in 1930s/40s British and American theatre: Wilder, Miller, Priestley PSII: English Romanticism: Wordsworth & Coleridge	Hertel
PS I – Harlem Renaissance PS II – American Reform Movements	Peterfy
Vorlesung: History of Poetry HS: Contemporary Drama Kolloquium Oberseminar	Schnierer