



Anglistisches Seminar

Ruprecht-Karls-Universität Heidelberg

Update 12.7.: Ergänzungen HSe Leypoldt

**Update 19.7. Raum Einf. Litwiss (Neue Aula),
Anmeldemodus PS Kleinke (SignUp)**

Update 11.9. VL Schlüsselkonzepte redaktionell

Update 8.10. Zeiten HS Leypoldt

**Update 17.10. Academic Essay Writing + Termin
Fachdidaktik Rymarczyk**

Course Catalogue

Winter 2019/20



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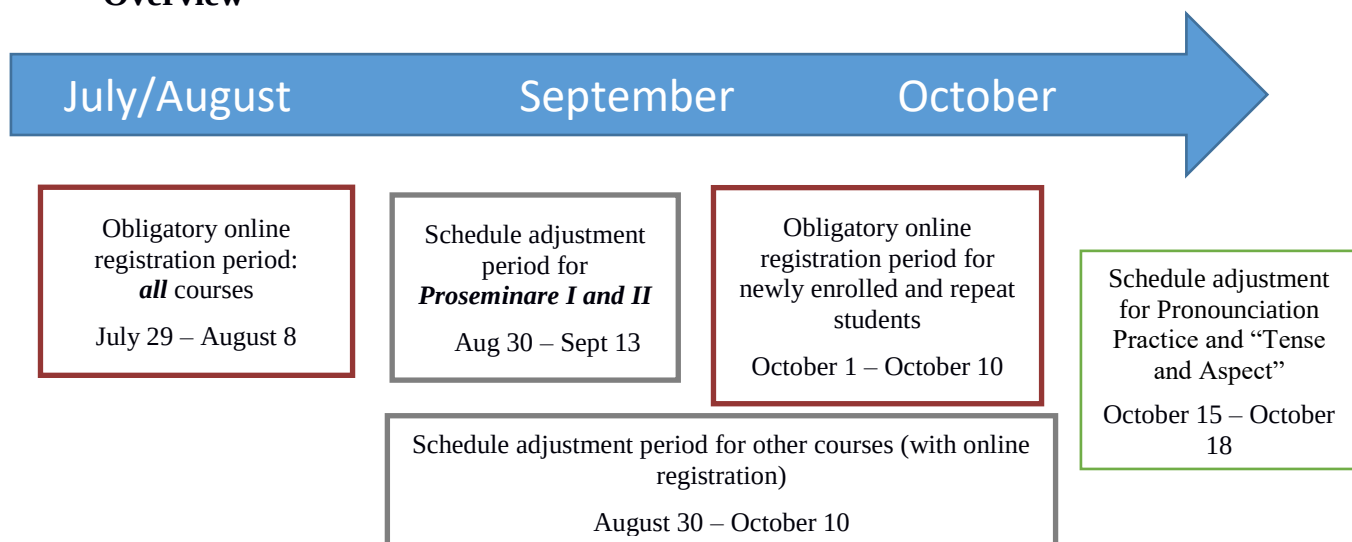
1. Introduction

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 2019/2020, including registration procedures and the preparation that is expected of students before the beginning of the term. 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 10, 2019.

1.1 Key Dates and Deadlines

Lecture Period	October 15, 2019 – February 8, 2020
Freshers' Day (BA and MA students)	October 9, 2019
Information meeting for student of the new M.Ed.	October 14, 2019, 11.00, room 108
HSE compact introductory days for new students in the Master of Education (M.Ed.)	October 8 & 9, 2019
Holidays	November 1; December 23, 2019 – January 6, 2020
Obligatory online registration period: all courses with online registration	July 29 – August 8, 2019
Schedule adjustment period for Proseminare I and II	August 30 – September 13, 2019
Schedule adjustment period for all other courses (with online registration) (The adjustment period for Proseminare ends sooner so as make sure there is enough time to prepare the seminar as requested, i.e. get and read the prerequisite texts)	August 30 – October 10, 2019
Obligatory online registration period for newly enrolled and repeat students	October 1 – October 10, 2019
Schedule adjustment period for Pronunciation Practice and “Tense and Aspect”	October 15 – October 18, 2019

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.

Please note that the **obligatory registration for all courses (with online registration) starts and ends early: you must apply for places online between July 29 and August 8, 2019.**

(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").

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

Students who enrol after the registration period ends can, of course, choose their courses at a later period (October 1 – October 10). The same is true for students who failed a course: they can also register for a repeat class during the later period.

Rules for online registration

Every student at the English Department automatically gets an account in the internet platform *SignUp*, approximately one week after enrolment. You log in with your last name (please note that login is case sensitive), your matriculation number, and the password associated with your UniID. The login-page is here:
<https://studium.as.uni-heidelberg.de/SignUp/as/Faculty/index-studierende.jsp>.

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

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

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

During the schedule adjustment periods you can change your registrations and swap your place in one course for a place in a different course, provided this second

course has spaces available. You can also cancel your registration for courses you were assigned but cannot attend. Please note that you cannot register for additional courses during the adjustment periods.

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

All BA students need to accumulate 20 credit points in *Übergreifende Kompetenzen (ÜK)*. Please see the *Übergreifende Kompetenzen* download on the English department website for detailed information on how to accumulate these points.

If you are not intending to do the Master of Education, credit points for university courses that are unrelated to either of your BA subjects will normally be recognized as *ÜK*.

Students intending to pursue an M.Ed. need to accumulate the *Übergreifende Kompetenzen* credits specified under *Lehramtsoption*. Sixteen of these points are earned at the *Institut für Bildungswissenschaft*. The remaining four points are allocated to *Fachdidaktik* (two in each BA subject).

- You can obtain *Fachdidaktik* credit points for English for the following course: Kleiber, *Fachdidaktik: Technology Enhanced Language Learning* (compact course on Saturday, October 26, 2019 (09:30-17:00), Sunday, October 27, 2019 (09:30-17:00), Saturday, November 02, 2019 (09:30-17:00), Sunday, November 03, 2019 (09:30-17:00); room to be announced
- The courses listed under “Fachdidaktik 1 im M.Ed.”, “Fachdidaktik 2 im M.Ed.”, and “Fachdidaktik II” are only open for GymPO and M.Ed. students.

Fachdidaktik for students in our Master of Education program

Please attend one of the dedicated courses under “Fachdidaktik 1 im M.Ed.” and “Fachdidaktik 2 im M.Ed.”, or one of the courses at the *Pädagogische Hochschule*.

1.4 Freshers’ Day (orientation for new students)

October 9: Orientation for new BA and MA students, organized by the faculty, staff and student council of the department of English Studies

This day-long orientation program (October 9, 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.

1.5 Orientation for new Master of Education students

October 14, 11-12.30 am, room 108: Orientation for new Master or Education students, organized by the department of English Studies

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

Please 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.

2. Vorlesungen

2.1 Phonetik

Introduction to Phonetics and English Phonology

Priv.-Doz. Dr. S. Mollin

Mon, 9:15 – 10:45, Neue Aula

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 historische Sprachwissenschaft

English Language Change

Dr. R. Möhlig-Falke

Thu, 1:00 – 2:30, 110

This lecture approaches the topic of language change in English from a descriptive and theoretical perspective. We will look at the most important changes which English underwent on the levels of phonology, morphology, syntax, lexis, semantics, and pragmatics over the c. 1,300 years of its recorded history. We will also investigate the social and psycholinguistic motivations and possible causes, as

well as mechanisms of language change, such as analogy, grammaticalisation, and metonymisation. We will further look into processes leading to the birth of new languages, such as pidgins and creoles, and the formation of new, postcolonial varieties of English, to language shift and language death.

For a course certificate, regular attendance and handing in of a response paper by 24 February 2020 is required.

Recommended background reading: Bybee, Joan L. 2015. *Language Change*. Cambridge: CUP.

Further recommended reading:

- Aitchison, Jean. ⁴2013. *Language Change: Progress or Decay?* Cambridge: CUP.
- Burridge, Kate & Alexander Bergs. 2017. *Understanding Language Change*. London/New York: Routledge.
- Chambers, Jack K., Peter Trudgill & Natalie Schilling-Estes, eds. 2008. *The Handbook of Language Variation and Change*. Oxford: Blackwell.
- Croft, William. 2000. *Explaining Language Change: An Evolutionary Approach*. Harlow: Longman.
- Hickey, Raymond, ed. 2003. *Motives for Language Change*. Cambridge: CUP.
- MacMahon, April. 1994. *Understanding Language Change*. Cambridge: CUP.

2.3 Vorlesung moderne Sprachwissenschaft

Cognitive Linguistics

Prof. Dr. Z. Kövecses

Tue, 2:15 – 3:45, 110

There are many different ways in which cognitive linguistics can be characterized for the purposes of a basic introduction to the field. Possibly, the most salient idea that distinguishes cognitive linguistics from other kinds of linguistics is the attempt to describe and explain language use with reference to a number of cognitive processes. Some of the cognitive processes that cognitive linguists use in their accounts of language are common knowledge in cognitive psychology and cognitive science (such as categorization, framing, embodiment, metaphor, attention), while others are more hypothetical in nature. All of these cognitive processes serve human beings to make sense of their experience, including language. That being so, cognitive linguistics is a much more general enterprise

than just the study of language. In the view presented in this lecture, it is a scientific endeavor to account for the meaningfulness of human experience, be it linguistic, social, cultural, or whatever. In the present introduction, I will briefly describe and exemplify the most important cognitive processes that cognitive linguists have found useful in their accounts of a variety of linguistic and nonlinguistic phenomena.

Texts: Kövecses, Zoltán. 2006. *Language, mind, and culture. A practical introduction*. New York and Oxford: Oxford University Press.

2.4 Vorlesungen Literaturwissenschaft

The Long Eighteenth Century

Priv.-Doz. Dr. J. Rupp

Tue, 11:15 – 12:45, 110

Like few other periods in literary and cultural history, the eighteenth century has seen some dramatic change in its popular and scholarly image. It now tends to pass as nothing less than the invention of modern Britain, which is a far cry from stock associations of classicism, male literary circles and the age of reason. While this is a major strand, the eighteenth century is simultaneously marked by a range of forward-looking developments, such as the cult of celebrity, a taste for the opulent and fashion or the birth of coffee house culture. In literature, the rise of the novel coincides with major innovations in publishing, new conceptions of authorship, and a growing demographic of readers. In addition, satire flourished as a highly versatile medium of social commentary, targeting anything from morality, religion and politics to modern science. Importantly, women writers contributed a lot to shifting literary and cultural tastes.

This lecture course will provide an overview of the so-called long eighteenth century. Discussing key texts as well as major social and cultural developments, we will explore the century's multi-faceted and larger-than-life character, including its sprawling history before 1700 as well as after 1800 and, not least, its legacy for our own day and age.

19th Century Poetry

Prof. Dr. P. Schnierer

Mon, 9:15 – 10:45, Neue Uni

This lecture series, the fourth in a six-term cycle, will cover the period from the early stirrings of romanticism to the decadent poets of the 19th century. I will try to demonstrate the continuing relevance of the lyrical forms, motifs and themes of that time by adducing later poems from the 20th and 21st century, with a heavy emphasis on popular music.

Please buy Paul Keegan ed. *The Penguin Book of English Verse* (2004). Other poems will be made available in class on a weekly basis.

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

Prof. Dr. D. Schloss

Thu, 11:15 – 12:45, Neue Uni HS 09

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, violence 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, America has 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 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); *The Searchers* (1956; Western, dir. John Ford); Edgar Allan Poe, “The Black Cat”, “The Tell-Tale Heart”, and “The Philosophy of Composition” & *Kill Bill: Part I* (2003; movie, dir. Quentin Tarantino); Richard Wright, *Native Son* (1940); Norman Mailer, “The White Negro” (1957); 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* – Vintage). The novels should be read before the term starts. Introductory secondary reading: Richard Slotkin, *Regeneration Through Violence: The Mythology of the American Frontier, 1600-1860*.

Literary Scandals – Scandalous Literature

C. Earnshaw/A. Elstermann

Mon, 6:15 – 7:45, Neue Uni HS 15

Literature has always been a scandalous business. Plagiarism, forgeries, questionable morals and shady characters inside and outside of texts can be found in every literary period – from the Puritans who deemed theatres scandalous enough to close them down, to the moralistic outcry surrounding Oscar Wilde's works and sexuality, to more recent debates about power abuse on the highest levels of the literary field. The aim of this lecture series is to utilise the theme of literary scandals to give you an overview of periods and developments in American and British literary history. After all, to understand why a work caused a scandal in a certain era, we need to understand how it challenged the values of the time and prevailing notions of literature. As always, this will be a joint lecture series featuring different members of the English Department in the individual sessions.

2.5 Vorlesung Kulturwissenschaft

Overview of Key Concepts of the Study of Culture

Prof. Dr. V. Nünning

Wed, 2:15 – 3:45, Neue Uni HS 14

Prof. Dr. Nünning, Priv.-Doz. Dr. Rupp, 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.

History of Christianity in America, 1500–1800

Prof. Dr. J. Stievermann

Tue, 11:00 – 1:00, and Wed, 11:00 – 1:00,
rooms tba

This lecture course offers a survey of the history of Christianity in North America from the Reformation age to the revolutionary period. Always with an eye on the European background, the course will examine the often surprising ways in which the various forms of Christianity that were imported from the Old World developed in different contexts of colonization, mission, intercultural contact and conflict. While special attention will be given to the British colonies, we will also look at New Spain, New France and other European settlements. As we trace the evolution of churches, beliefs, practices and communities over three centuries and thousands of miles, students will be familiarized with important primary sources and key-concepts in the early history of North American Christianity.

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).

3. Einführungsveranstaltungen

3.1 Einführung Sprachwissenschaft

Introduction to English Linguistics

Prof. Dr. S. Kleinke

Wed, 11:15 – 12:45, 110

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

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

Die Teilnahme an den Begleittutorien 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 the Study of Literature

Priv.-Doz. Dr. M. Peterfy

Mon, 11:15 – 12:45, NUni 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 tutorials on offer, in which advanced students will review the 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. There will be a 'Course Reader' with a selection of shorter primary texts.

Texts: Please buy the two longer works in the following editions (we will work with the additional scholarly material in these editions):

- Nathaniel Hawthorne, *The Scarlet Letter and Other Writings*. Norton Critical Editions. New York: Norton & Company, 2017. ISBN-13: 978-0393264890.
- William Shakespeare. *Othello*. Ed. E. A. J. Honigman. With a new introduction by Ayanna Thompson. London: Bloomsbury Academic, 2016. ISBN-13: 978-1472571762.

4. Proseminare

4.1 Proseminar I Sprachwissenschaft

The Wonders of Language

Dr. M. Schiffmann

Thu, 4:15 – 5:45, 108

What is language and what is linguistics? All of us think we can answer the first question, but few of us have any idea as to how to answer the second. On closer inspection, it turns out that what language is ~~is~~ a lot less clear than most people think, and that linguistics (the *science* of language) has interesting answers to many more questions than laypeople usually believe. On the one hand, language consists of sounds (c, a, t) that combine into words (cat), which in turn combine into larger units (the cat on the mat), and finally into sentences (the cat on the mat jumped on Peter's hat). On the other, from the moment that sounds have combined into words and words into larger items, we are also already talking about *thoughts* – that is, language is used to articulate and express our thoughts and to understand the thoughts of others.

This is what Galileo Galilei meant in the 17th century when he said that “from 25 or 30 sounds an infinite variety of expressions” can be constructed, “which although not having any resemblance in themselves to that which passes through our minds, nevertheless do not fail to reveal all of the secrets of the mind, and to make intelligible to others who cannot penetrate into the mind all that we conceive and all of the diverse movements of our souls.” So language conveys thoughts, but it gets even more interesting. Language is not just used to express brute meanings such as “it's cold outside” when the weather outside is cold, but also to convey and understand subtler meanings, such as when one says “it's cold outside” to get one's interlocutor to close the door or window. And surprisingly, in uses like this, language follows certain logical rules which every one of us seems to be using even though we would hardly be able to consciously formulate them! Multiple wonders (the above are just examples) are taking place whenever language is used between human beings, and if you are interested in them, this seminar is just right for you!

Texts: Ian Roberts, *The Wonders of Language, or How to Make Noises and Influence People*, Cambridge University Press 2017, is the short book around which our course will revolve. This text as well as quite a few others will be made available to participants in appropriate form.

The Meaning(s) of Language

Dr. R. Möhlig-Falke

Thu, 3:00 – 4:30, 113

This course explores the different layers of meaning in and of language. We will talk about the relationship between language and communication, the nature of the linguistic sign, and the study of semantics, as the meaning of linguistic signs. We will look into the similarities and differences between lexical and grammatical meaning, linguistic categorization, the relationship between language and thought, and the issue of language acquisition. We will further look at the meaning of language above the level of the sentence, i.e. meaning on the level of discourse and in speaker–hearer interaction (pragmatics). Finally, we will focus on the social function, or meaning, of language, i.e. its role in identity construction, the emotional expression of the ‘self’, linguistic stance and attitudes towards others’ language.

For a course certificate, students are required to take part in a group presentation and to submit an academic term paper by 23rd March 2020.

Suggested background reading: Cruse, David Alan. ³2011. *Meaning in Language. An Introduction to Semantics and Pragmatics*. Oxford: OUP.

Morphology

N. Dumrukic

Block: Sept 2 – Sept 5, 112

After reviewing the theoretical frameworks and main lines of thought in morphology such as ‘item and arrangement’, ‘item and process’ and the ‘word and paradigm’ approaches, we will look at how to do morphological analyses. Questions that shall be addressed are, among others: What are the relationships between words in regard to meaning, form and pronunciation? How do linguists cope with idiosyncratic grammatical relations such as *go – went*? How is lexical knowledge stored and represented in the mental lexicon? What experimental methods are employed to study word processing and morphological decomposition? The differences between inflexion and derivational processes shall be discussed as well as the classification of morphemes. We will look at various word-formation processes such as compounding, blending, clipping, derivation, and conversion. We will explore various studies from a sociolinguistic and psycholinguistic perspective, and how corpora can be used to look for patterns in words. Each participant is expected to do an oral presentation on one of the topics which are offered and write an academic term paper at the end of the semester.

Reading:

- Aronoff, M. and Fudeman, K. 2011. (2nd ed.). *What is Morphology?* Oxford: Blackwell.

- Booij, G. 2012. *The Grammar of Words. An Introduction to Morphology*. Oxford: Oxford University Press.

Understanding Syntax

Dr. M. Schiffmann

Fri, 2:15 – 3:45, 108

One of the goals of this seminar is to show that syntax is not a topic to be dreaded, but an exciting one. One reason is that syntax is arguably the factor operating in our mind which makes complex thought as we know it possible. The ability to build ever larger phrases out of single words and to build ever more complex sentences out of these phrases is at the root of our capacity to understand and interpret the world we live in to the surprising extent that we do.

At the same time, the syntactic structures of the 6,000 to 7,000 languages said to exist on our planet are not at all the same but display a stunning diversity. English, Chinese, Latin, Japanese, the Native American language Mohawk, or Piraha spoken in the Amazon Basin are certainly very different in their sentence structures, and part of the substantial amount of effort most of us must invest in learning a new language is due to this distinctness.

But despite the bewildering array of peculiar phenomena in each language, there seems to be an underlying unity that binds the syntactic systems of all these very different tongues together – a unity that makes each one of them translatable into any other, and one without which linguistics in the realm of syntax would be pointless, since there would not even be a recognizable area to talk about.

This seminar will illuminate both these aspects of syntax – the wide range of differences between languages and the unity that allows us to understand even the strangest syntactic phenomena of languages very remote from our experience. To get a real grasp, we will do many exercises and draw extensively on the languages that the participants in the seminar themselves know. Particular focus will be on a comparison of the languages that are “strange” to us to the two most of us are familiar with, English and German.

Texts: Core reading will be Maggie Tallerman, *Understanding Syntax*, 4th edition, Routledge 2014, and Nicholas Sobin, *Syntactic Analysis. The Basics*, Wiley-Blackwell 2011. These books, as well as a lot of other material, will be made available to participants of the seminar in an appropriate form.

Introduction to Corpus Linguistics

I. Kleiber

Tue, 11:15 – 12:45, 108

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

In this course, we will discuss the emergence of the discipline as well as recent developments in corpus linguistics. Furthermore, we will investigate various corpora, approaches, and linguistic tools which will enable students to conduct their own small-scale research projects. Since the field of corpus linguistics has always had a strong relationship with language teaching, we will also consider learner corpora and their role in both language acquisition research as well as language teaching.

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.

4.2 Proseminar II historische Sprachwissenschaft

Introduction to the History of the English Language

Dr. J. Landmann

Mon, 2:15 – 3:45, 108

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

Texts: Van Gelderen, Elly. 2014. *A History of the English Language*. Amsterdam: Benjamins.

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 Mon, 11:15 – 12:45, 113

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

Introduction to Old English

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

This course provides an introduction to the earliest phase of the history of English, Old English, a language whose literary witnesses cover the period from ca. 700 to 1100. Old English is a West Germanic language whose morphological and lexical features have more points of contact with Modern German than with Modern English. We will examine phonology, morphology and syntax, as well as the transmission of texts and lexical borrowing from Latin and Scandinavian. We will also translate selected prose texts into Modern English. The course will be concluded with a final examination. Students will also be expected to present a term paper.

Texts: Hogg, Richard, and Rhona Alcorn, *An Introduction to Old English*, 2nd edition (Edinburgh: Edinburgh University Press, 2012). This will be our standard text and it is recommended that students acquire a copy.

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

V. Mohr Wed, 2:15 – 3:45, 115

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

syntax and pragmatics between Middle English and the Early Modern and indeed the Modern English periods, not only in Standard English but also in regional and social nonstandard varieties of the language.

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

Course work includes reading and active participation; the final grade will be based on the results of a take-home exam and an in-class final exam

Shakespeare's Early Modern English

Priv.-Doz. Dr. S. Mollin

Thu, 11:15 – 12:45, 113

This seminar has two aims. Firstly, it will introduce Early Modern English, spoken and written in the period between 1500 and 1700, focusing both on the sociocultural changes that impacted language in this period and the linguistic structure of Early Modern English (phonology, grammar, pragmatics and the lexicon). Secondly, against this backdrop of the period in general, we will study Shakespeare's language in particular. We will analyse how his texts illustrate Early Modern English patterns, but will also focus on his unique language use. Topics include the pronoun use in Shakespeare (*thou* or *you*?), his contribution to the English vocabulary, and how to pronounce his sonnets the way he may have done.

4.3 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*.

Empirical Research Methods in Sociolinguistics

L. Bredvik

Mon, 11:00 – 1:00, 110

Sociolinguistics is fundamentally the scientific study of the relationship between language and society and how they are mutually constitutive. This class will give

you a broad overview of the major empirical research methods sociolinguists use to study and understand how human beings use language in real-life situations. The ways in which language reflects and shapes society are becoming increasingly more complex in today's heterogeneous and superdiverse populations, and thus the means to investigate these interactions are becoming equally diverse – experimental and quantitative, anthropological and qualitative. It is these diverse methods of research that will be the focus of this course.

We will begin with a short history and background of sociolinguistics. We will also look briefly at how research foci and methods have become more diverse as researchers have broadened and deepened their studies of linguistic resources and phenomena. The majority of the semester, however, will be spent interactively. We will explore the multiple research methods employed in sociolinguistics – participant observation, field notes, recording face-to-face interactions, interviews, questionnaires, online analysis, corpus linguistics, multimodal and discourse analysis – and how they can be used to investigate some of the main areas of linguistic inquiry: language variation, gender and identity, institutional power, language policies and ideologies, second language learning, and linguistic hybridity. Students should have a basic understanding of the theoretical aspects of sociolinguistics.

Students will develop their research skills in sociolinguistics through hands-on data gathering and analysis. Requirements: Gather data for a case study (15-page paper) and present at least one research method (10-minute presentation).

Wikipedia – Linguistic Explorations

Prof. Dr. S. Kleinke

Tue, 4:15 – 5:45, 108

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

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

4.4 Proseminar I Literaturwissenschaft

Introduction to the Study of Fiction: Identity and the British Novel

D. Link

Wed, 9:15 – 10:45, 108

'Who are you?' said the Caterpillar.

This was not an encouraging opening for a conversation. Alice replied, rather shyly, 'I – I hardly know, sir, just at present – at least I know who I was when I got up this morning, but I think I must have been changed several times since then.'

Lewis Carroll, *Alice in Wonderland* (1865)

Identity has always been a central topic in literature. This course aims to examine different ideas concerning identity and asks how these ideas are reflected in various texts of the 19th, 20th, and 21st centuries.

The three chosen novels will grant a glimpse into the literary traditions and socio-cultural backgrounds of these three centuries and provide insight into their respective understandings of identity. Charles Dickens's novel *Oliver Twist* (1839) serves as a starting point through which we can learn about Victorian values and the importance of identity within this context. Virginia Woolf's *Orlando* (1928) is an example of the 20th century. The literary production of this time reflects technological advancement, the rise of feminism, and two world wars. Finally, the 21st century has begun to raise nuanced questions about race, gender, immigration, and national identity. Here, Andrea Levy's book will function as our transition into the 21st century through which we can explore contemporary issues regarding identity. (As three novels cannot do justice to the variety of literature produced during these three centuries, excerpts of other representative novels will be provided in class.)

In this course, you will also deepen the knowledge acquired in the *Introduction to the Study of Literature* and apply it to the selected books in close-reading sessions.

The following books will be read in class: Charles Dickens: *Oliver Twist* (1839); Virginia Woolf: *Orlando – A Biography* (1928); Andrea Levy: *Fruit of the Lemon* (1999)

The Art of the Story: Modernism

S. Movaghati

Tue, 4:15 – 5:45, 112

In this course, we will study short fictions by important modernist writers such as William Somerset Maugham, Henry James, E. M. Forster, James Joyce, Katherine

Mansfield, Paul Bowles and others. By reading their prefaces and critical essays, we will gain insight into their literary programs and acquire a sense of the different facets of literary modernism. In close readings of the stories, we will practice the tools of prose analysis (point of view, setting, characterization) and find out about the writers' stylistic preferences and thematic concerns. The stories and additional reading material will be provided on Moodle.

Introduction to British Drama: The Years 1945 – 1995

A. Al-Laham

Wed, 2:15 – 3:45, 114

The twentieth century is one of the most innovative and exciting periods in English drama. Having faced two world wars, England was marked by profound social and political changes. British drama thrived on the developments and responded with groundbreaking imaginative forms whose impact continues to be relevant today. In this seminar, we will look back at fifty years in British drama and investigate the various ways in which three plays relate to the events of their time. This seminar introduces you to key concepts in drama theory and encourages you to extend and deepen your knowledge on methods for text analysis in general.

Please read and prepare prior to the seminar:

- J. B. Priestley, *An Inspector Calls* (1945)
- Howard Brenton, *Christie in Love* (1969)
- Sarah Kane, *Blasted* (1995)

Ernest Hemingway: First 49 Stories

Dr. K. Hertel

Thu, 9:15 – 10:45, 110

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

Intended as an advanced introduction to the analysis of fiction, this course will deal with the early short stories of Ernest Hemingway. We shall start with the semi-autobiographical stories of initiation, the so-called 'Nick-Adams-Stories', and carry on with some of his most popular stories of the 1930s. In a close reading of the texts the course will focus on the question of Hemingway's favoured topics, his use of language and the revolutionary prose style, which also influenced a number of German writers after the cultural breakdown of WWII.

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

American War Fiction after 9/11

D. Eisler

Tue, 9:15 – 10:45, 114

Since the terrorist attacks of September 11, 2001, the United States has engaged in a so-called ‘Global War on Terror,’ leading to what have become the longest wars in American history, with most combat operations taking place in Afghanistan and Iraq. As with previous American wars, these conflicts have led to a wave of fiction that seeks to capture the experience in a deeper way that goes beyond memoir and journalism.

In this course, we will look at how contemporary authors have used fiction to write about the wars in Iraq and Afghanistan. Critical readings of three novels will allow us to explore questions of authorship, authenticity, memory, trauma, gender, ethics, and cultural representation. We will also use these novels as a starting point to ask larger questions about the relationship between literature and armed conflict, such as: Who writes about war (and who *should* write about it)? Are there different kinds of war stories? What narrative strategies (e.g., multiple narrators, focalization, nonlinear structure) do writers employ in war fiction, and to what effect? And how do war novels contribute to the formation of a conflict’s collective memory?

Texts: Please read the following novels before the term begins:

- *Billy Lynn’s Long Halftime Walk*, by Ben Fountain (2012)
- *Green on Blue*, by Elliot Ackerman (2015)
- *Spoils*, by Brian Van Reet (2017)

4.5 Proseminar II Literaturwissenschaft

Magic Flowers and Star-Crossed Lovers: Shakespeare’s Romantic ‘Comedies’ A Midsummer Night’s Dream, As You Like It, Romeo and Juliet

Dr. K. Hertel

Tue, 2:15 – 3:45, 112

A Midsummer Night’s Dream and *As You Like It* are counted among the ‘early’ or ‘romantic comedies’, *Romeo and Juliet* has been called Shakespeare’s first important tragedy. All three plays focus on different aspects of the ideal of romantic

love against a background of moral and social codes and constraints, and in all three plays there is no clear-cut line between the comic and the tragic.

We will start the semester off by looking at the historical and theatrical context of Shakespearean drama before doing a close reading of each play. This will include aspects like themes, dramatic structure, character conception, language and style. Finally, we will discuss genre criteria and Shakespeare's use of comedy and tragedy in each respective play.

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

Modernism, Race, and Empire

T. Sommer

Mon, 2:15 – 3:45, 115

The history of modernism is often framed as a narrative of literary innovation and stylistic experimentation that centres around a narrow early-twentieth-century hyper-canon (James Joyce, Virginia Woolf, T. S. Eliot, William Faulkner). This seminar adopts a different perspective through turning from questions of style to an exploration of the racist and colonialist backgrounds against which the literature and culture of the period defined themselves (either tacitly or explicitly). We will read five samples of short to medium-length narrative fiction that cover the period of modernism/modernity, broadly conceived – moving from Herman Melville's mid-nineteenth-century novella about a slave rebellion ('Benito Cereno' [1855]) to Joseph Conrad's turn-of-the-century narrative of African colonialism ('Heart of Darkness' [1899]) before tackling Jean Toomer's high-modernist account of African-American identity (*Cane* [1923]) and E. M. Forster's fictional treatment of the British Raj (*A Passage to India* [1924]) and concluding with Jean Rhys's postcolonial rewriting of Charlotte Brontë's *Jane Eyre* (*Wide Sargasso Sea* [1966]). The course will focus on the multiple relationships between racial identity, (post-)colonial politics, and literary representation. It will also allow participants to develop their skills in narrative analysis and cultural studies.

Participants should acquire the following primary texts and have read them by the beginning of the semester:

- Herman Melville, 'Benito Cereno' (1855) (any edition)
- Joseph Conrad, 'Heart of Darkness' (1899) (Oxford World's Classics)
- Jean Toomer, *Cane* (1923) (Norton Critical Edition)
- E. M. Forster, *A Passage to India* (1924) (Penguin)
- Jean Rhys, *Wide Sargasso Sea* (1966) (Norton Critical Edition)

J.B. Priestley's Dramatic Experiments with Time

Dr. K. Hertel

Thu, 4:15 – 5:45, 112

J.B. Priestley has been called one of the literary icons of the 20th century, and now, more than 30 years after his death in 1984, Britain has been witnessing a rediscovery and a new appreciation of this prolific novelist, playwright, essayist, radio broadcaster and critic.

During the 1920s and 30s Priestley became interested in the question of Time, a theme he decided to experiment with in his plays. Influenced by the discovery of New Physics (esp. Albert Einstein's theories) as well as less well-known scientists and thinkers, his main inspiration derived from J.W. Dunne's *An Experiment with Time* (1927) and P.D. Ouspensky's *New Model of the Universe* (1931). Even though Priestley was critical of both time theories with their focus on 'serialism' and 'Recurrence' in contrast to the established one of objective and linear time, he still thought them well worth experimenting with and playing with the idea of what *might* have happened.

In the course of this semester we shall be looking at five plays that belong to the cycle of 'time plays': *Dangerous Corner* (1932), *Time and the Conways* (1937), *I Have Been Here Before* (1937) and his most experimental plays *Music at Night* (1938) and *Johnson Over Jordan* (1939).

You should have read all five plays until the beginning of the winter term in the following editions:

- *Dangerous Corner*. Oberon Books Ltd; New edition (2001); **ISBN-13:** 978-1840022513
- *Time and the Conways & I Have Been Here Before* in: *An Inspector Calls and Other Plays* (Penguin Modern Classics, 2001); **ISBN-13:** 978-0141185354
- *Johnson Over Jordan*. Oberon Books Ltd; New edition (2001); **ISBN-13:** 978-1840022483
- *Music at Night* will be provided by me in a Reader to be picked up in Copy Corner by the end of September.

Theories of Power Structures in Literature and Society

A. Elstermann

Tue, 2:15 – 3:45, 122

Power can take many different shapes: physical or psychological power, the power of the individual or that of the state, over the self and over others; it can be wielded responsibly or abused; and it can be gained, executed, and lost in countless different ways.

In this class, we will look at two works from very different contexts which both have struggles for and execution of power at their core: *King Lear* and *American Psycho*. We will use these two texts as a jumping-off point to examine how power structures are established, maintained, and dismantled in literature as well as society. To provide a theoretical foundation, works by Thomas Hobbes, Max Weber, Roland Barthes, Michel Foucault, Fredric Jameson, and others will play a major role in this class. Prior first-hand knowledge of political or literary theory is not required, but you are expected to bring a keen interest in learning, and a willingness to read and understand complex texts on a week-to-week basis.

Texts: You will need to have read *King Lear* (William Shakespeare) and *American Psycho* (Bret Easton Ellis) before the start of term. Please note that both texts include graphic descriptions of violence, some of it sexualised, and that analysing power structures in a work of literature will by necessity include a certain degree of unpleasantness.

Melville's Short Fiction

Dr. E. Hänßgen

Fri, 11:15 – 12:45, 116

This course will focus on short fiction by one of the major writers of the American Renaissance, Herman Melville (1819-1891). It will cover a selection of his short fiction and focus mostly his three 'Killer B's' – 'Bartleby, The Scrivener' (1853), 'Benito Cereno' (1855) and 'Billy Budd, Sailor' (posthumously published in 1924) – in terms of genre and prose analysis. We will also explore biographical and cultural backgrounds of the texts and work with scenes from the film versions, including Benjamin Britten's *Billy Budd* opera (1951; 1960).

In dealing with Melville's short fiction, we will try to grasp the 'great power of blackness' that Melville so admired in the work of his fellow writer and friend Nathaniel Hawthorne and that is also a characteristic of his own. His focus on the dark side of human nature and of society gives a twist to this typically American genre.

Please purchase and read the primary texts in the recommended edition: McCall, Dan, ed. *Melville's Short Novels: Authoritative Text, Contexts, Criticism*. A Norton Critical Edition. New York, 2002.

Architecture in American Literature

Dr. H. Jakubzik

Thu, 11:15 – 12:45, 114

Architecture and literature both shape our world – the former predominantly in a material way, the latter predominantly in a symbolic one.

We will discuss a great range of great American literature from Romanticism until today, from all genres – novels (James's *The Portrait of a Lady*, DosPassos's *Manhattan Transfer*, O'Nan's *Everyday People*, Auster's *City of Glass*, DeLillo's *Falling Man*, Eggers's *The Circle*), poetry (Dickinson, Frost, Stevens), short fiction (Poe, Melville, Hemingway) and a play (Miller's *Death of a Salesman*). This way, we will get an overview of the ways in which architecture has been relevant for literary production in the United States across the various trends or periods. As theoretical footing, we will look into the more general study of the negotiation of space in literature. Architectural knowledge is not required for this class, but knowledge of the novels and the play mentioned above is.

Twenty-First Century American Drama: Six Plays

Dr. E. Hänßgen

Wed, 11:15 – 12:45, 116

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

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

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

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

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

Famous American Speeches

Priv.-Doz. Dr. M. Peterfy

Thu, 2:15 – 3:45, 122

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

Oral presentations by the participants will give a concise introduction into the historical context of the speeches, using original historical material for contextualization.

Australian Literature and Culture

Dr. H. Grundmann

Tue, 4:15 – 5:45, 115

This introduction to the literature and culture of Australia focuses on twentieth-century fiction, poetry and film. Apart from discussing the formation of Australian national identity, the relationship between Australia and Britain, and the early history of the penal system, we shall also focus on the culture and suffering of the Aboriginal people of Australia. We shall read David Malouf's novel *Remembering Babylon*, and a play by Hannie Rayson, *Hotel Sorrento*. Short stories by Peter Carey and Murray Bail shall be included, as well as poems by Banjo Paterson ('Waltzing Matilda'), Henry Lawson and Kath Walker (Oodgeroo Noonuccal). Films dealing with Australian national culture and the fate of the Aborigines, such as *Gallipoli* and/or *Rabbit-Proof Fence* will also be considered.

Texts: Please purchase David Malouf, *Remembering Babylon* (London, 1994). All other texts will be provided. If you are interested, there is a good selection of *Australian Short Stories* published by Reclam and there is a collection of *Contemporary Australian Plays* by Methuen.

4.6 Proseminar I Kulturwissenschaft

Conceptions of the Lyric from the Beat Generation to Bob Dylan

S. Isaak

Tue, 2:30 – 4:00, 114

In 2016, Bob Dylan was awarded the Nobel prize for literature “for having created new poetic expressions within the great American song tradition.” Many were appalled that an iconic singer-songwriter received the prize, arguing that there were other, far more legitimate contenders, emphasizing that music and literature were separate forms. The OED defines the “lyric” as “of or pertaining to the lyre; adapted to the lyre, meant to be sung; pertaining to or characteristic of song. Now used as the name for short poems (whether or not intended to be sung), usually divided into stanzas or strophes, and directly expressing the poet’s own thoughts and sentiments. During the Middle Ages, European troubadours composed and performed songs, maintaining the close connection between music and poetry. Yet over the course of the centuries, particularly with the proliferation of print culture, music and poetry increasingly took separate paths, to the extent that in our times, song lyrics are generally not considered to be poetry and are regarded as mainstream rather than as an expression of the highbrow literary lyric. Dylan sensed a need to justify himself for being successful in two trades or to make a choice between song and poetry when he stated: “I consider myself a poet first and a musician second. I live like a poet and I’ll die like a poet”.

Yet one of Dylan’s greatest contributions resides in his successful merging of poetry and music. By so doing isn’t he “Bringing it [the lyric] all back home”? Dylan admits to having been significantly influenced by the Beat generation. Allen Ginsburg is featured in the background of what is considered to be one of the world’s first music videos – The Subterranean Homesick Blues, – and this title of the song is inspired by Jack Kerouac’s novel *The Subterraneans*. We will examine such affinities in the works of the Beats Allen Ginsburg and Jack Kerouac and compare these with Bob Dylan’s through the lens of the lyric. Finally, we will attempt to define lyricism, discussing its relevance, tracing some of the historical transformations and exploring questions such as: “What do these shifts in our understanding and performance of the lyric reveal about America and its counter and subcultures?”

Texts: Please bring the following texts to class. All other materials will be provided in due time.

- Jonathan Culler. *The Theory of the Lyric*. Cambridge, MA: Harvard UP, 2015.
- *The Portable Beat Reader* (Penguin, 1992).

The US Civil War and the Reconstruction Era

Dr. S. Föhr

Thu, 11:15 – 12:45, 108

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, 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.

The course is structured as a series of discussions with occasional lectures. The discussions are based on weekly readings, so it is important that you complete the reading assignments on time.

The class reader is available from Copy Corner. Please bring the relevant pages of the reader with you to class each week. Note that substantial excerpts of the novel *The Leopard's Spots* by Frank Dixon (included in the reader) are due in the first week of January. Please obtain a copy of *Uncle Tom's Cabin* by Harriet Beecher Stowe and read it before November 7.

**4.7 Proseminar I Kulturwissenschaft
(anwendungsorientiert)/Landeskunde****From Potatoes to Chips. The Transformation of Ireland. 1800-2000.**

D. O'Brien

Thu, 11:15 – 12:45, 112

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

This course will examine some of the most important events and phenomena of this period. They include the *Great Famine*, the *Easter Rising* and the ensuing *War of*

Independence, Civil War and partition, *the Emergency* (World War II!), and the *Celtic Tiger* and its consequences. The emigration of the 1950s and 1980s will also be discussed as will the loss of influence of the Catholic Church at the end of the twentieth century, particularly as reflected by the issues of contraception, abortion, and divorce in the 1980s. The rise of nationalism in the nineteenth century and its various expressions in twentieth-century Ireland will also be traced.

Film, television, and song will be used to highlight some of the above issues.

Texts:

- Coogan, Tim Pat (2000). *Ireland in the Twentieth Century*. London: Hutchinson.
- Coulter, Colin, Steve Coleman (2003). *The End of Irish History. Critical Reflections on the Celtic Tiger*. Manchester: MUP.
- Ferriter, Diarmaid (2004). *The Transformation of Ireland, 1900-2000*. London: Profile Books.
- Fitzgerald, Garret (2003). *Reflections on the Irish State*. Dublin: Irish Academic Press.
- Gray, Tony (1998). *The Lost Years. The Emergency in Ireland*. London: Warner Books.
- Hughes, Declan (2007). *The Wrong Kind of Blood*. London: John Murray.
- King, William (2008). *Leaving Ardglass*. Dublin: Lilliput Press.
- McWilliam, David (2005). *The Pope's Children. Ireland's New Elite*. Dublin: Gill and Macmillan.
- O'Toole, Fintan (1999). *The Irish Times Book of the Century*. Dublin: Gill and Macmillan.
- Percival, John (1995). *The Great Irish Famine. Ireland's Potato Famine 1845-1851*. London: BBC Books.
- Woods, Peter (2003). *Hard Shoulder*. Dublin: New Island.

4.8 Proseminar II Kulturwissenschaft/Landeskunde

Modernism, Race, and Empire

T. Sommer

Mon, 2:15 – 3:45, 115

Description see page 28.

The Tragic Mulatto Myth

C. Burlingame-Goff

Thu, 11:00 – 2:00, 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.

Famous American Speeches

Priv.-Doz. Dr. M. Peterfy

Thu, 2:15 – 3:45, 122

Description see page 31.

Australian Literature and Culture

Dr. H. Grundmann

Tue, 4:15 – 5:45, 115

Description see page 31.

4.9 Proseminar III Sprachwissenschaft

Metaphor in Evolution and History

Prof. Dr. Z. Kövecses

Tue, 11:00 – 1:00, 114

Cultures emerge when prehistoric humans begin to create imagined realities (i.e., realities that do not exist objectively). These imagined realities are constituted by abstract concepts. As we know from conceptual metaphor theory, abstract concepts arise from more concrete concepts via figurative ways of conceptualization, such as metonymy, metaphor, and blending. With the help of the concrete concepts that denote physical reality, people around the world create a large variety of imagined

realities, that is, cultures. The development of these cultures can be called history.

In the course, first, we try to see how early humans have possibly created their imagined realities by figurative means, especially metaphor. Second, we try to explain how the cultures that belong to ‘Western civilization’ have possibly been shaped by certain fundamental metaphorical processes. In particular, we look at how such imagined realities as society, religion, and money have been created – especially in the English-speaking world.

Texts:

- Kövecses, Zoltán. 2010. *Metaphor. A practical introduction*. New York and Oxford: Oxford University Press.
- Kövecses, Zoltán. 2015. *Where metaphors come from. Reconsidering context in metaphor*. New York and Oxford: Oxford University Press.

Exploring English Proverbs, Idioms and Sayings Through the Ages

C. Watts

compact course: October 7 – 11, 2019, 1-7 p.m.,
122

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 via email: catherinewatts885@gmail.com.

English Lexicology – A Cognitive Perspective

Dr. J. Landmann

Mon, 11:15 – 12:45, 108

Lexicology is the linguistic discipline that investigates the structure of the lexicon of a language. The term lexicon might be defined as the system formed by all the words which make up a language. English lexicology as a field of study that

received little attention in the past but has become the focus of linguistic concern in the last few decades. Studies have been published on lexicological areas such as word-formation and semantics, lexical semantics, vocabulary, the mental lexicon, and words and their meaning.

The lexicon does not represent an unstructured list of words and phrases. In this seminar, some of the essential conceptual structures that are relevant for cognitive linguistics will be taken into account. We will discuss their potential applications to lexicological and lexicographical studies. For example, we will concentrate on the advantages of assuming a cognitive perspective as a theoretical basis in the structuring of lexical entries, meanings and idiomatic expressions in dictionaries. In addition, we will look at the knowledge-based organization of the mental lexicon (also referred to as conceptual frames). Conceptual metaphors and their representation in the mental lexicon will also be taken into account.

Texts: Aitchison, Jean (2012): *Words in the Mind: An Introduction to the Mental Lexicon*. New Jersey: Wiley-Blackwell.

Gender and Language Use

Priv.-Doz. Dr. S. Mollin

Wed, 9:15 – 10:45, 113

Are women chatterboxes while men only talk when they absolutely need to? Do women master colour terms better while men generally have a larger vocabulary? And do women conform more to the standard language while men prefer the non-standard?

These are well-known stereotypes that have been reiterated over decades or even centuries. In our seminar, we will consider the empirical linguistic evidence on such issues. The questions to be answered will be the following: Do men and women talk differently? If so, in which ways? And: How come? For a theoretical foundation we will discuss gender theories in general, beginning with the dominance and difference approaches, and ending with constructivist frameworks. Related topics covered will be talk in same-sex groups, talk among couples, queer linguistics as well as workplace and classroom communication between the genders.

Registration: Sign up via e-mail to sandra.mollin@as.uni-heidelberg.de.

Registration is on a first come, first served basis with a limited number of places.

Language and Emotion

Priv.-Doz. Dr. N. Nesselhauf

Mon, 11:15 – 12:45, 112

In this seminar, we are going to investigate the manifold ways in which language and emotion are connected. We will start out by looking at how the concept of

emotion in general is encoded in language and how different types of emotion are referred to, expressed, and evoked in current standard British and American English. We will then widen the view and look at emotion terms, expressions and metaphor systems in different varieties, languages and cultures, as well as at their diachronic development. Another issue we will cover is the relationship of emotion and multilingualism, in particular the potential role of emotion in second language acquisition.

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

Practical Explorations into Computer-Mediated Discourse

Prof. Dr. S. Kleinke

Thu, 2:15 – 3:45, 108

The development of computer-mediated Discourse (CMD) has radically changed our interactional practices during the last thirty years. This course focuses on how linguists come to terms with this new type of discourse. The course focuses on different applications (E-Mail, public forum discussions, social media applications) and discusses their specific framing conditions and typical interactional practices from different linguistic perspectives. Against this background, participants will carry out their own small-scale practical empirical research. The course will be organised as a workshop. Participants will be working in groups. At the end of the course, each participant is expected to present a short practical research paper for discussion in class.

A detailed list of topics for practical research and presentation, a detailed reading list as well as further details on how the course is organised will be provided in the first session.

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

Recommended for introductory reading: Herring, S. C., Stein, D., & Virtanen, T., Eds. (2013). Introduction to the pragmatics of computer-mediated communication. *Handbook of pragmatics of computer-mediated communication* (pp. 3-31). Berlin: Mouton.

Prepublication version:

<http://ella.slis.indiana.edu/~herring/CMC.pragmatics.intro.herring.et.al.pdf>

Linguistic Analysis

Dr. M. Isermann

Tue, 4:15 – 5:45, 113

The course aims to familiarize MA and advanced GymPO students with a range of routines, practices and methods that have shaped linguistic analyses in various fields. Part of the course will be devoted to the consolidation and expansion of linguistic key terms and concepts. The focus, however, is on the practical analysis and discussion of real-language data, mostly of the written kind. Areas of linguistics covered include phonetics, phonology, morphology, lexical and sentence semantics, pragmatics, syntax and text linguistics.

Note: There will be a tutorial accompanying the course.

4.10 Proseminar III Literaturwissenschaft

Religion and 19th-Century American Literature

Prof. Dr. J. Stievermann

Tue, 2:00 – 4:00, 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.

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

A course reader will be available at the beginning of the semester.

Please pre-register via e-mail to jstievermann@hca.uni-heidelberg.de.

Modernism across Time and Space

Priv.-Doz. Dr. J. Rupp

Wed, 9:15 – 10:45, 112

Modernism has come a long way from being considered as a metropolitan, insular or temporally delimited movement. Comparative perspectives have intervened in dominant European or Anglo-American accounts to attend to the trajectory of multiple modernities worldwide and to their aesthetic dimension in literature and the arts. Attempts at neat periodization are increasingly giving way to dialogical readings which extend modernism's temporal location in the early twentieth century to a relational network of movements and styles. Not least, legacies of the modern loom large in the twenty-first century, as modernist forms of storytelling have returned to cast postmodernism as a temporary interlude in turn.

In this seminar, we will take up the recent planetary turn in modernist studies to trace diachronic resonances and far-flung lines of influence. Using collage as a quintessential modernist technique, our readings of novels, shorter fiction and essays will combine writers and their work in new ways. In juxtaposing E. M. Forster and Arundhati Roy, Joseph Conrad and Tayeb Salih or Virginia Woolf and Ian McEwan, among others, we will explore the modernist canon as well as its refraction across time and space.

Reading:

- Joseph Conrad, *Heart of Darkness* (1899)
- E. M. Forster, *A Passage to India* (1924)
- Ian McEwan, *Saturday* (2005)
- Arundhati Roy, *The God of Small Things* (1997)
- Tayeb Salih, *Season of Migration to the North* (1966)
- Virginia Woolf, *Mrs Dalloway* (1925)

Additional texts will be made available in a course reader.

Select Secondary Reading: Mark A. Wollaeger, ed., with Matt Eatough, *The Oxford Handbook of Global Modernisms* (2012) and Susan Stanford Friedman, *Planetary Modernisms: Provocations on Modernity across Time* (2015).

Ulysses

Prof. Dr. P. Schnierer

Thu, 4:15 – 5:45, 122

Mainly, but not exclusively, James Joyce's *Ulysses*: We will explore different theoretical and practical approaches to one of the most complex and rewarding

novels ever written. To this end we will place the text into whatever contexts are available: Joyce's other writings, modernist literature, the history of Ireland and Europe around the time in the novel (1904) and of the novel (up to 1922). Above all, we will trace the uses of the Ulysses story from Homer to the present day. Our texts will be Homer's *Odyssey*, William Shakespeare's *Troilus and Cressida* (1602), Nicholas Rowe's *Ulysses* (1706), Alfred Lord Tennyson's "Ulysses" (1833/42), James Joyce's *Ulysses* (1922), Seamus Heaney's *The Cure at Troy* (1990) and Joel Coen's film *O Brother Where Art Thou? A Mississippi Odyssey* (2000). The seminar will be conducted in English, as always. You must have read Joyce's text at least once before the seminar starts. You also ought to have developed some idea of your areas of interest. Therefore, you will have to hand in a written statement, indicating your proposal for a research project, by September 30, 2019. The other requirements are: one presentation of sorts, one written term paper, regular attendance, and active participation. Registration is open now.

Literature and the Environment

Priv.-Doz. Dr. J. Rupp

Wed, 11:15 – 12:45, 112

In the light of climate change, natural disasters and toxic waste, literature and the environment has become an especially urgent field of study. Literature's ecological knowledge and its affordance of the environmental imagination are a mainstay of ecocritical inquiry, traced over a long literary history from the Romantics right up to modern-day climate change fiction. Literature's long-standing investment would seem to make it particularly placed to speak to environmental matters. Its potential to sensitize readers to ecological interrelations between nature and culture or humans and animals no doubt holds a major promise. At the same time, the current climate crisis also been put down to a failure of the literary and cultural imagination to fathom and respond adequately to the processes involved.

In this seminar, we will take stock of ecocriticism's founding concerns and attend to the field's more recent offshoots. Topics for discussion will include the new nature writing, animal studies, postcolonial ecologies, environmental justice, and the role of activist non-fiction. Particular emphasis will be placed on perspectives from the Global South, where the planet's growing environmental precarity is most acutely felt.

Reading:

- Amitav Ghosh, *The Hungry Tide* (2004)
- Yann Martel, *Life of Pi* (2002)
- Shani Mootoo, *Cereus Blooms at Night* (1996)

Additional texts will be made available in a course reader.

Select Secondary Reading:

Louise Westling, ed., *The Cambridge Companion to Literature and the Environment* (2013) and Elizabeth DeLoughrey and George B. Handley, eds., *Postcolonial Ecologies: Literatures of the Environment* (2011).

Populism

PD Dr. M. Thunert & Prof. Dr. G. Tue, 2:00 – 4:00, HCA
Leypoldt

Populism is often defined as an opportunistic, popular, often demagogic political style or thin political ideology that aims to win the favor of the masses by dramatizing the political situation and putting the blame on out-of-touch elites. Because the voice of ordinary citizens (the “deplorables,” “the forgotten Americans”) is regarded as the only “genuine” form of democratic governance – even when at odds with judgments of elected representatives and judges, scientists and scholars, journalists and commentators – populism is prone to defend a political model that is not against democracy per se, but rather at odds with liberal pluralist democracy. At a minimum, populism disrupts the postwar bargain between political elites and citizens. It has also been argued that the most recent manifestations of populism have grown out of resistance to the perceived power and self-interest of elites and the despair of the effectively or subjectively disenfranchised.

This interdisciplinary course combines approaches from Cultural and Political Studies, and it proceeds from the thesis that economics alone cannot explain the rise of populism and growing rejection of “liberalism” in developed democracies like the United States. While there is no doubt that poor economic performance provides part of the explanation for rising populism, it does not alone explain what is happening. Thus, as a first step, the seminar will investigate the thesis that modern-day populism is caused primarily by a “cultural backlash” against “liberalism” and immigration in particular. We will find out to what extent cultural issues can explain earlier manifestations of US populism as well as populism past and present outside the US. In addition, the course shall ask how populist movements construct their conceptions of alternative identities for the US – as a nation and for its role in the world. On a more general level, this course investigates whether the emergence of what we might understand as populism – globally and in the United States – demands a reconsideration of the limits of institutional forms of democracy and its cultures. These and associated issues will be explored across different genres, texts, media and theoretical approaches.

Texts:

- Anderson, Benedict: *Imagined Communities: Reflection on the Origin and Spread of Nationalism*. London: Verso, 1991
- Galston, William: *Anti-Pluralism. The Populist Threat to Liberal Democracy*, New Haven: Yale University Press 2018.
- *The Populist Explosion: How the Great Recession Transformed American and European Politics*, Columbia Global Reports 2016.
- Mudde, Cas and Cristóbal Rovira Kaltwasser: *Populism. A Very Short Introduction*, Oxford University Press 2017.
- Was ist Populismus? *Ein Essay*, Bonn: Bundeszentrale für Politische Bildung 2016 (Berlin: Suhrkamp Verlag 2016) (in English: *What Is Populism?*, University of Pennsylvania Press 2016).
- Norris, Pippa, Inglehart, Ronald: *Cultural Backlash: Trump, Brexit, and Authoritarian Populism* (pp. 32-64). Cambridge: Cambridge University Press 2019. doi:10.1017/9781108595841.003
- Priester, Karin: *Rechter und linker Populismus*, Campus Verlag, Frankfurt 2012.
- Taggart, Paul: *Populism*, Oxford University Press 2000.

Please signup per email by September 1st: leypoldt@as.uni-heidelberg.de.

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

Prof. Dr. D. Schloss

Wed, 11:15 – 12:45, 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 sceptic 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 that had started at the end of the Middle Ages. 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.

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, and 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.

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

Cultures of Reading in America: Book History Meets Literary Studies

Prof. Dr. G. Leypoldt and Jun.- Prof. Corinna Norrick-Rühl Thu, 10:15 – 12:45, HCA Room Stucco (1st floor)

This interdisciplinary seminar will explore reading practices in historical and current perspective. How do people read, for what purposes, in what situational contexts? How do we decide what counts as good and bad ways of reading? What indeed do we want from texts (pleasure, knowledge, wisdom, catharsis, epiphany,

enchantment, moral growth, information, therapeutic self-help, etc.)? It seems that the multiple reading cultures that have emerged since the eighteenth-century “reading revolution” have produced various scales of higher or lower readerly practice (professional/lay reading, academic/middlebrow, rigorous/sloppy, reflective/consumptive, creative/schematic, suspicious/naive, ethico-political/aesthetic-therapeutic, etc.).

This seminar looks at a variety of reading practices in the US from eighteenth-century effects of “reading addiction” to twenty-first century book clubs. The seminar will also consider differences and similarities between offline and online reading practices.

All texts will be provided on the moodle platform before the beginning of the term.

Please signup per email by September 1st: leypoldt@as.uni-heidelberg.de.

Transatlantic Reflections: The ‘International Theme’ in American Literature

Priv.-Doz. Dr. M. Peterfy

Thu, 9:15 – 10:45, 114

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 and legitimate 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. The authors discussed in this seminar went to Europe and wrote about their experiences and impressions, looking at European countries with American eyes. Beside three novels by Henry James, Ernest Hemingway, and Elaine Dundy. 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.

The shorter texts will be available in a Reader by the beginning of the semester. Please buy and read the following books (in any edition):

- Henry James, *The American*.
- Ernest Hemingway, *The Sun Also Rises*.
- Elaine Dundy, *The Dud Avocado*.

Afropolitanism

Priv.-Doz. Dr. J. Rupp

Tue, 2:15 – 3:45, 113

Afropolitanism is a widely-mooted if not uncontroversial category of self-identification, breathing new life into older ideas of both pan-Africanism and western or Eurocentric cosmopolitanism. Sometimes criticized as elite and middle-class privilege, it may in fact extend to more precarious forms of transnational labour and refugee migration. Thus, Afropolitanism offers a shared platform for diverse diasporic populations around the globe, all of whom maintain links to their (ancestral) African homelands while at the same time envisaging forms of community that transcend specific locations.

Literature has been instrumental in registering and shaping this new sense of Afropolitan experience and self-understanding. In this seminar, we will explore the fast-growing body of the Afropolitan novel and short stories in particular, the role of celebrity writers like Teju Cole or Chimamanda Ngozi Adichie and their relationship to a more home-bound literary culture, as well as philosophical reflections by thinkers like Achille Mbembe and Kwame Anthony Appiah. While seen as undertheorized by some, this will allow for testing Afropolitan ideas as a critical cosmopolitanism, arguing from postcolonial paradigms to new forms of mobility, travel and solidarity in times of globalization.

Reading:

- Chimamanda Ngozi Adichie, *Americanah* (2013)
- Teju Cole, *Open City* (2011)
- Taiye Selasi, *Ghana Must Go* (2013)

Additional texts will be made available in a course reader.

Select Secondary Reading: Eva Rask Knudsen and Ulla Rahbek, eds., *In Search of the Afropolitan: Encounters, Conversations, and Contemporary Diasporic African Literature* (2016) and Jennifer Wawrzinek and J. K. S. Makokha, eds., *Negotiating Afropolitanism: Essays on Borders and Spaces in Contemporary African Literature and Folklore* (2011).

5. Hauptseminare

5.1 Hauptseminare Sprachwissenschaft

Metaphor in Evolution and History

Prof. Dr. Z. Kövecses

Tue, 11:00 – 1:00, 114

Description see page 36.

Exploring English proverbs, idioms and sayings through the ages

C. Watts

compact course October 7–11, 1–7 p.m., 122

Description see page 37.

English Lexicology – A Cognitive Perspective

Dr. J. Landmann

Mon, 11:15 – 12:45, 108

Description see page 37.

Gender and Language Use

Priv.-Doz. Dr. S. Mollin

Wed, 9:15 – 10:45, 113

Description see page 38.

Language and Emotion

Priv.-Doz. Dr. N. Nesselhauf

Mon, 11:15 – 12:45, 112

Description see page 38.

Practical Explorations into Computer-Mediated Discourse

Prof. Dr. S. Kleinke

Thu, 2:15 – 3:45, 108

Description see page 39.

Linguistic Analysis

Dr. M. Isermann

Tue, 4:15 – 5:45, 113

Description see page 40.

5.2 Hauptseminar Literaturwissenschaft

Religion and 19th-Century American Literature

Prof. Dr. J. Stievernann

Tue, 2:00 – 4:00, HCA

Description see page 40.

Modernism across Time and Space

Priv.-Doz. Dr. J. Rupp

Wed, 9:15 – 10:45, 112

Description see page 40.

Ulysses

Prof. Dr. P. Schnierer

Thu, 4:15 – 5:45, 122

Description see page 40.

Literature and the Environment

Priv.-Doz. Dr. J. Rupp

Wed, 11:15 – 12:45, 112

Description see page 41.

Populism

Prof. Dr. G. Leypoldt

Tue, 2:00 – 4:00, HCA

Description see page 42.

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

Prof. Dr. D. Schloss

Wed, 11:15 – 12:45, 108

Description see page 44.

Cultures of Reading in America: Book History Meets Literary Studies

Prof. Dr. G. Leypoldt

Thu, 10:15 – 1:45, HCA Room Stucco (1st floor)

Description see page 45.

Transatlantic Reflections: The ‘International Theme’ in American Literature

Priv.-Doz. Dr. M. Peterfy

Thu, 9:15 – 10:45, 114

Description see page 46.

Afropolitanism

Priv.-Doz. Dr. J. Rupp

Tue, 2:15 – 3:45, 113

Description see page 47.

6. Kolloquien

6.1 Kolloquien Literaturwissenschaft

Examenskolloquium

Prof. Dr. P. Schnierer

Mon, 11:15 – 12:45, 115

Diese Ankündigung ist auf Deutsch, aber das Kolloquium wird beide Sprachen in ihr Recht setzen. Es soll der Vorbereitung auf Staatsexamina und Masterprüfungen dienen und wird sich demnach an Ihren Themen, insbesondere denen Ihrer mündlichen Prüfungen orientieren. Ein *mock exam* ist ebenso geplant wie die individuelle Beratung bei der Konzeption Ihrer Prüfungsthemen. Anmeldung ab sofort per Email: pps@urz.uni-heidelberg.de.

Examenskolloquium

Priv.-Doz. Dr. M. Peterfy

Mon, 2:15 – 3:45, 110

Examenskolloquium zur Vorbereitung auf die mündliche Staatsexamensprüfung.

Examenskolloquium

Prof. Dr. G. Leypoldt

Mon, 4:15 – 5:45, 112

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

Colloquium: Recent Trends in US Literary and Cultural Theory

Prof. Dr. G. Leypoldt

Thu, 4:15 – 5:15, HCA

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

MA Colloquium: Recent Trends in English Studies

Priv.-Doz. Dr. M. Peterfy

Tue, 1:15 – 2:00, 110

This course is an interdisciplinary research colloquium, designed specifically for Master Students. Every week, you will meet a different member of staff, who will

present his or her most recent research. The course is meant to introduce you to new research topics and methodologies. Master students in the first semester are the foremost target group of this seminar, but later semesters are welcome, too!

6.2 Kolloquien Sprachwissenschaft

Examenskolloquium

Dr. M. Isermann

Mon, 6:15 – 7:00, 113

Das Kolloquium dient der Vorbereitung auf mündliche Prüfungen im Staatsexamen bzw. Masterstudiengängen.

Colloquium for Exam Candidates

Priv.-Doz. Dr. N. Nesselhauf

Wed, 11:15 – 12:45, 115

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

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

Colloquium for Exam Candidates

Priv.-Doz. Dr. S. Mollin

Thu, 9:15 – 10:45, 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 to sandra.mollin@as.uni-heidelberg.de.

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.

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 e-mail at anmeldung.kleinke@as.uni-heidelberg.de as well as sonja.kleinke@as.uni-heidelberg.de (please send your email to both addresses).

N.B. A detailed seminar plan will be provided before the first session via e-mail.

7. Oberseminare

Oberseminar

Prof. Dr. V. Nünning

Tue, 2:00 – 4:00, 116

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.

Oberseminar

Prof. Dr. P. Schnierer

Thu, 6:15 – 7:45, 115

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

Issues and Theories in American Religious History

Prof. Dr. J. Stievermann

Thu, 2:00 – 4:00, HCA

Geared toward students specializing in American religious history, this advanced seminar will examine important theories and issues currently debated in the field. This semester's focus will be on recent literature exploring the social and intellectual history of American evangelicalism from the colonial period to the present. But our course reading list will accommodate student interests and projects.

Please buy and read:

- Douglas L. Winiarski. *Darkness Falls on the Land of Light: Experiencing Religious Awakenings in Eighteenth-Century New England* (U of North Carolina P, 2017).
- Amanda Porterfield. *Conceived in Doubt: Religion and Politics in the New Nation* (Chicago UP, 2012).
- Molly Worthen. *Apostles of Reason: The Crisis of Authority in American Evangelicalism* (Oxford UP, 2013).

Please pre-register via e-mail to jstievermann@hca.uni-heidelberg.de.

8. Fachdidaktik

8.1 Fachdidaktik II (GymPO)

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

Interkultureller Englischunterricht

S. Wesch

Mon, 2:15 – 3:45, 116

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

Interkulturelle Kompetenzen sowie fremdsprachendidaktische Grundsätze und methodische Möglichkeiten der unterrichtlichen Behandlung und der Vermittlung von soziokulturellem Wissen werden vorgestellt, reflektiert und selbstständig auf neue Themen übertragen. Ausgewählte Aspekte wie Umgang mit Texten, Materialentwicklung, funktionaler Einsatz verschiedener Medien werden in diesem Zusammenhang erarbeitet und angewendet. In diesem Zusammenhang wird im Laufe des Semesters eine Ganzschrift zu lesen sein.

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

8.2 Fachdidaktik (BA)

Einführung in die Fremdsprachendidaktik

Dr. R. Koeppel

Tue, 4:15 – 5, Plöck 55 SR013

Die Vorlesung wendet sich an Studierende in den polyvalenten BA-Studiengängen mit Lehramtsoption, die Leistungspunkte im Bereich „Fachdidaktik“ (Übergreifende Kompetenzen) erwerben möchten. Sie will die Teilnehmer in kompakter Weise mit den sog. großen „Methoden“ bekannt machen, welche die Fremdsprachendidaktik im 20. Jahrhundert geprägt haben, und damit verbunden mit der Frage nach den Lernern, Zielen, Curricula und Unterrichtsverfahren.

Diese Lehrperspektive wird problematisiert und ergänzt durch die Erkenntnisse der Zweitspracherwerbsforschung. Vor deren Hintergrund lernen Sie Verfahren der Lersprachenanalyse kennen und im Rahmen einer modernen kognitiven Sprachdidaktik Vermittlungsmöglichkeiten, die der Breite des menschlichen Sprachlernvermögens gerecht werden wollen. Schließlich können Sie Interaktions-, Arbeits-, Korrekturformen und Medieneinsatz im Fremdsprachenunterricht auf ihre Lernwirksamkeit befragen.

Klausur 04.02.20; Nachklausur zu Beginn des SS 2020.

Literatur wird zu Beginn des Semesters bekanntgegeben.

Technology Enhanced Language Learning

I. Kleiber	Blockseminar	Saturday, October 26, 2019
	(09:30 – 17:00)	Sunday, October 27, 2019
	(09:30 – 17:00)	Saturday, November 02, 2019
	(09:30 – 17:00)	Sunday, November 03, 2019
	(09:30 – 17:00),	Raum: TBA

Over the last decades, technology has rapidly entered the (language) classroom. While digitization and the digital transformation of education are possibly somewhat overhyped at the moment, modern technology truly has the potential to change language teaching and learning for the better.

In this course, we will investigate how modern, cutting-edge technology (e.g. web-based tools, language learning apps, games, learning analytics, VR/AR, and corpora) can be fruitfully used to teach and learn languages. In doing so, we will consider both chances as well as risks and challenges associated with using technology in the classroom.

Contrary to older approaches such as Computer Assisted Language Learning (CALL), we will consider technology as “part of the environment in which language exists and is used” (Walker and White 2013: 9). Therefore, we will particularly focus on the interface between language and technology as well as the agile and natural use of technology in the classroom.

Part of the seminar will take place in the then newly opened HSE Digital Teaching and Learning Lab. 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.

Please, additionally to signing up via SignUp/Stud.IP, send me an (informal) email to kleiber@heiedu.uni-heidelberg.de.

Texts: Walker, Aisha, and Goodith White. 2013. *Technology Enhanced Language Learning: Connecting Theory and Practice*. Oxford Handbooks for Language Teachers. Oxford: Oxford University Press.

Additional material will be distributed via Moodle.

8.3 Fachdidaktik 1 im M.Ed.

Fachdidaktik I im Master of Education

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

S. Mußmann Mon, 11:15 – 12:45, 122

S. Mußmann Mon, 1:15 – 2:45, 112

Assessment in the EFL classroom

Prof. Dr. K. Vogt Blockseminar 10.02., 11.02. & 12.02.2020 jew.
9-17 Uhr; 01.03.2020, 9-13 Uhr (PH Neubau
und online), Raum: PH Neubau

Description tba. Registration via Stud.IP.

Content and Language Integrated Learning and the Role of Language

Prof. Dr. J. Rymarczyk Wed, 4:15 – 5:45, PH Altbau

Description tba. Registration via Stud.IP.

8.4 Fachdidaktik 2 im M.Ed.

A task is a task is a task? Developing task-supported language learning

Prof. Dr. A. Müller-Hartmann Thu, 4:15 – 5:45, PH Neubau

Description tba. Registration via Stud.IP.

8.5 Fachdidaktik 3 im M.Ed.

Blockveranstaltung begleitend zum Praxissemester. 1. Termin am 14.09.2019, 9.30-14.00 Uhr. 2. Termin am 14.01.2020; Zeit und Ort werden noch bekannt gegeben.

9. Sprachpraxis

9.1 Pronunciation Practice BE

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

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

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

M. Kucher	Fri, 10:15 – 11:00, 112
M. Kucher	Fri, 11:15 – 12:00, 112
M. Kucher	Fri, 12:15 – 1:00, 112
M. Kucher	Fri, 1:15 – 2:00, 112
M. Kucher	Fri, 2:15 – 3:00, 112
M. Kucher	Fri, 3:15 – 4:00, 112

9.2 Pronunciation Practice AE

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

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

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

L. Reynolds	Fri, 1:15 – 2:00, 122
L. Reynolds	Fri, 2:15 – 3:00, 122
L. Reynolds	Fri, 3:15 – 4:00, 122
L. Reynolds	Fri, 4:15 – 5:00, 122

9.3 Tense and Aspect

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

D. O'Brien	Tue, 9:15 – 10:45, 116
K. Pfister	Tue, 11:15 – 12:45, 113
K. Henn	Tue, 2:15 – 3:45, 108
K. Henn	Tue, 4:15 – 5:45, 116
K. Pfister	Thu, 9:15 – 10:45, 115
K. Henn	Thu, 11:15 – 12:45, 116
D. O'Brien	Fri, 9:15 – 10:45, 122

9.4 Tense and Aspect for Repeat Students

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

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

9.5 Essential Skills for Writing

This is a pre-essay-writing course in which you will learn to compose well-structured and varied sentences. The course will deal with coordination and subordination, non-finite and verbless clauses, relative clauses and the noun phrase, and thematization. Emphasis will be placed on both analysis and production.

Exercise types will include error detection and correction and elementary paragraph production.

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

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

9.6 Essential Skills for Writing for Repeat Students

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

The class is structured as a series of workshops on various aspects of paragraphing, such as finding a good topic sentence, organizing information logically and making connections between ideas explicit. You will be provided with several paragraphing exercises each week in addition to worksheets focusing on specific problem areas. We will spend a substantial amount of each class period going over your homework and doing exercises, so it is important that you come to class prepared.

None of the assignments you submit for class will be graded; your grade for the course is the grade you receive on the final exam. Every assignment you turn in will, however, receive detailed feedback aimed to help you identify your weaknesses and improve your skills.

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

Dr. S. Föhr	Wed, 9:15 – 10:45, 114
Dr. S. Föhr	Wed, 11:15 – 12:45, 114

9.7 Academic Essay Writing

Dr. S. Föhr

Tue, 9:15—10:45, 112

~~The aim of this course is to help you develop your ability to write convincing academic essays in English. It will cover Anglophone essay writing conventions, ways to approach 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. In most class sessions, we will be working with the materials you prepared for homework. If you dislike homework, please take a different class.~~

~~**Texts:** A reader will be available at Copy Corner in mid-September.~~

9.8 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, 114
B. Gaston	Mon, 11:15 – 12:45, 114
K. Pfister	Tue, 9:15 – 10:45, 115
D. O'Brien	Tue, 4:15 – 5:45, 122
K. Pfister	Thu, 11:15 – 12:45, 115
K. Henn	Thu, 2:30 – 4:00, 116

9.9 Structure and Idiom for Repeat Students

B. Gaston	Tue, 2:15 – 3:45, 115
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Only students who have failed Structure and Idiom in a previous semester may register for this course.

9.10 English in Use

Approaches to Writing

Dr. S. Föhr

Tue, 11:15 – 12:45, 112

This course will cover strategies for approaching a variety of academic papers. It is based on the premise that dividing the writing process into phases makes it easier to develop original, well-structured, inherently logical, polished papers. You will have multiple opportunities to hone your own writing skills and gain practice evaluating others' work. Throughout the class, we will try out a variety of exercises to help you assemble a 'toolkit' of writing tricks that work for you.

The class is structured as a series of workshops. In most class sessions, we will be generating texts that you should continue working on at home or revising texts that you started at home. If you dislike homework or tend to skip class frequently, please take a different course.

Vocabulary and Idiom

D. O'Brien

Thu, 9:15 – 10:45, 112

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

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

Texts: There is no set course book. However, a good English learner's dictionary 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.

Professional Presentation of Research

K. Gunkel

Blockseminar: 4 Saturdays (dates TBA in September), 9:15 a.m. – 5 p.m., room TBA

KISS (Keep It Short and Simple) aims at developing your confidence and clarity when delivering presentations in English for different professional settings. You will learn phrases typically used to get started, to make transitions, to refer to slides, and to end your presentation effectively. You will learn also how to chair meetings or conferences effectively by applying powerful moderation techniques for utilizing the competence of all participants within a productive atmosphere. This course is suitable for both beginning teachers and young professionals in any field.

Assessment: two 5-minute presentations; and one 15-minute end-of-term presentation. Participants are expected to chair and/or participate in a mock meeting and give constructive impromptu feedback to their fellow students.

Requirements: PowerPoint/Keynote. Please bring your own laptop or tablet computer.

Exact dates and room will be announced in September!

9.11 Advanced English in Use

The Language of Newspapers

B. Gaston

Mon, 2:15 – 3:45, 114

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

N.B. This course is not open to BA 25% students. 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. GymPo students will need to have passed Academic Essay Writing as well.

Fables, Fairy Tales and Ballads

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

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

N.B. This course is not open to BA 25% students. 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. GymPo students will need to have passed Academic Essay Writing as well.

C. Burlingame-Goff/B. Gaston Tue, 9:15 – 10:45, 122

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

Formality and Concision

K. Henn

Tue, 11:15 – 12:45, 115

The aim of this course is to help you develop your ability to analyse complex information and write precise, concise factual texts in neutral to formal style. The structure of the course is simple. Most weeks, we will be going through homework

set the week before. Most of these homework exercises will involve *summary writing* or *text analysis*.

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

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

This course is not appropriate for BA 25% students.

Effective Scientific Poster Presentations

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.

Translation into German

K. Gunkel

Fri, 9:15 – 10:45, 108

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

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

The Language of Newspapers

Description see page 64.

Description see page 64.

Description see page 65.

Fables, Fairy Tales and Ballads

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

10. Ethisch-Philosophisches Grundstudium II

Theories of Power Structures in Literature and Society

A. Elstermann Tue, 2:15 – 3:45, 122

Description see page 29.

Melville's Short Fiction

Dr. E. Hänßgen Fri, 11:15 – 12:45, 116

Description see page 30.

Architecture in American Literature

Dr. H. Jakubzik Thu, 11:15 – 12:45, 114

Description see page 30.

Twenty-First Century American Drama: Six Plays

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

Description see page 3031.

The Tragic Mulatto Myth

C. Burlingame-Goff Thu, 11:00 – 2:00, 122

Description see page 36.

Famous American Speeches

Priv.-Doz. Dr. M. Peterfy Thu, 2:15 – 3:45, 122

Description see page 31.

Australian Literature and Culture

Dr. H. Grundmann Tue, 4:15 – 5:45, 115

Description see page 32.

11. Sonstiges

Creative Writing

P. Bews

Thu, 6:15 – 7:45, 112

The course is open to all-comers, no matter in which semester, as long as you like writing, listening, criticising and can live with having your own writing criticised. The course is meant to be fun and should not be attended by those in a rush to go home, as we frequently do overtime and those interested usually end up in the *Essighaus*, a pub in the Plöck.

Tutorial Linguistic Analysis

Dr. M. Isermann

Fri, 11:00 – 12:30, 114

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

Film and Society: Film Noir

C. Burlingame-Goff

Wed, 6:00 – 21:30, 108

This semester we will be examining the genre of Film Noir, using Reader Response Theory to analyze the films' societal, narrative and cinematographic significance.

Noir films are typically marked by a mood of pessimism, fatalism, and menace. The term was originally applied to American thriller or detective films made in the period 1944-54 and to the work of directors such as Orson Welles, Fritz Lang, and Billy Wilder, but they are also familiar to us from a number of modern "neo-Noir" classics such as *Blade Runner* and *Sin City*.

Films will include *The Maltese Falcon*, *Key Largo*, *Double Indemnity*, *Touch of Evil*, *Sin City*, *Blade Runner*, *L.A. Confidential*, *Inherent Vice* and *Kiss, Kiss, Bang, Bang*.

Anglistenchor

J. Wilke

Thu, 6:00 – 21:45, 108

Hot Off the Press

Prof. Dr. D. Schloss & Dr. H. Jakubzik Wed, 4:15 – 5:45, 112

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.

Debating Club

A. Al-Laham (D. Van der Merwe) Thu, 6:15 – 7:45 p.m., 115

"Debate is combat, but your weapons are words." (The Great Debaters, 2007)

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

Note: This never finishes at 19:45!

Language Reading Group

Dr. M. Schiffmann

Fri, 11:15 – 12:45 p.m., 113

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

- How do children acquire language?
- Does language influence thought?
- Does culture influence language?
- What is the politics of language?
- What is the relation between language and society? The role of dialects?

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

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

Participants will select the literature themselves, but an ample number of suggestions will be made at the beginning of the semester.

Requirements: Interest, enthusiasm for language, readiness to have fun.