

KOMMENTIERTE ANKÜNDIGUNGEN ANGLISTIK

Anglistisches Seminar

Wintersemester 2021/22



Ruprecht-Karls-Universität Heidelberg
Anglistisches Seminar
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1 Introduction

This Course Catalog contains information about lectures, seminars, language courses etc. offered at the English Department, Ruprecht-Karls-Universität Heidelberg, Germany, in the winter term 2021/22, including registration procedures and the preparation that is expected of students before the beginning of the term.

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

General Information

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

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

Key Dates and Deadlines

Lecture Period	Oct 19, 2021—Feb. 19, 2022
Refreshers' Day	Jul 28, 2021, probably online. See <i>Aktuelles</i> for details.
Freshers' Day (BA and MA students)	Oct 13, 2021, probably online. See <i>Aktuelles</i> for details.
Information meeting for students of the new M.Ed.	Oct 18, 11:00-12.30, online. See <i>Aktuelles</i> for details.
HSE compact introductory days for new students in the Master of Education (M.Ed.)	tba.
Holidays	Nov 1; Dec 22, 2021—Jan 8, 2022;
Obligatory online registration period: all courses with online registration	July 26—August 5, 2021
Schedule adjustment period for Proseminar I & II and Proseminar III/Hauptseminar Sprachwissenschaft	August 23—Sept 10, 2021
Schedule adjustment period for all other courses with online registration	August 23—Oct 14, 2021
Obligatory online registration period for newly enrolled and repeat students	Oct 4—Oct 14, 2021
Schedule adjustment period for Pronunciation Practice, Tutorials and "Tense and Aspect"	Oct 18—Oct 22, 2021

Registration

There are two different ways to register for courses:

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

Personal Registration

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

Online Registration ("Kurswahl")

You must register online (via [SignUp](#)) for all language courses, tutorials for introductory lectures, Proseminar I & II, **Proseminare III/Hauptseminare Sprachwissenschaft** and didactics courses during the registration period (see above for key dates and deadlines and exceptions). In order to spread the number of participants evenly 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 equal numbers of participants are well worth the trouble.

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

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

Students who enrol after the initial registration period has ended choose their courses during a later period (Oct 4—Oct 14). The same registration period applies for repeat classes for students who have failed a course.

Online registration process:

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

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

Please note that you can only register for four different course types that have a limited number of participants (plus as many lectures as you want). You can change your choice of courses at any time

during the registration period. It makes no difference when you make your choice, as long as you do so before the deadline.

If you have trouble logging in or indicating your course selections, please see Dr. Jakubzik during his office hours (see *Personen on the department's website*), or click on "Kontakt" on the login page and send an email with a description of your problem.

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

Notes on Corona-Related Issues

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

Symbols:

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

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

Email Communication at the English Department

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

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

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

Übergreifende Kompetenzen & Fachdidaktik

Übergreifende Kompetenzen/Fachdidaktik in the BA

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

If you are not planning to apply for the Master of Education study programme, credit points for university courses that are unrelated to either of your BA subjects will usually be recognized as ÜK. Students intending to pursue an M.Ed. need to accumulate the *Übergreifende Kompetenzen* credits specified under *Lehramtsoption*. Sixteen of these points are earned at the *Institut für Bildungswissenschaft*. The remaining four points are allocated to *Fachdidaktik* (two in each BA subject).

Freshers' Day (Orientation for New BA Students)

This day-long orientation program (October 13, 2021, 10 am to 6 pm) organized by members of staff and the student council of the English department is designed to help new students get their academic career in English Studies off to a good start. In small group sessions led by advanced students, new students have the opportunity to benefit from expert advice on every aspect of life in the department, from putting together a manageable schedule to finding their way around the building. Faculty and staff cover the programs of study, advisory system, study abroad opportunities and services available in the department, and the student council and representatives of different clubs introduce themselves as well. The day concludes with a pizza party where students, staff and faculty can mingle and get to know each other. All new students are strongly urged to attend this event.

Freshers' Day traditionally takes place on the Wednesday before classes begin. The schedule is posted on [Aktuelles](#) on our homepage soon after the results of the entrance examination have been announced.

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

Orientation for New MA Students

New students in the English Studies MA program meet at their own orientation session. Place and date will be announced at the beginning of October 2021 on [Aktuelles](#).

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

Orientation for New Master of Education Students

October 18, 11:00-12.30, room 108: Orientation for new Master of Education students, organized by the department of English Studies

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

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

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

Final editing: Jakubzik; editorial deadline: July 10, 2021; last updates: August 3, 2021.

2 Vorlesungen

Vorlesung historische Sprachwissenschaft

Language Variation and Change in the History of English

Dr. Landmann: Mon, 11.30-13.00, NUni HS 15

This lecture illustrates the complex paths of variation and change of the English language throughout its history, from its Indo-European origins to the present day. A historical perspective will be assumed to give an overview of the most essential developments of English on the phonological, morphological, lexical, semantic and syntactic levels. Much importance will be attached to external (e.g. socio-cultural) factors of linguistic change that left their traces on the language. In addition, an overview will be given of the wide range of electronic dictionaries and corpora which can be used in historical linguistics, such as the *Oxford English Dictionary Online* and the *Corpus of Historical American English*. Students will explore how these sources can be fruitfully used for many types of investigations to gain insights into language variation and change.

Texts: Pfenninger, S.E. (et al.). 2014. *Contact, Variation, and Change in the History of English*. Amsterdam: John Benjamins.

Vorlesung moderne Sprachwissenschaft

Corona in Discourse

Prof. Dr. Musolff: on HeiConf:

Part I: Lecture component: Wed. 13 Oct.: 10:00-13:00; Thur. 14 Oct.: 10:00-13:00; Fri. 15. Oct.: 10:00-13:00

Part II & III: Exercises & Workshop component: Wed. 20. Oct.: 11:00-14:00 & 15:00-17:00; Thur. 21 Oct.: 11:00-14:00 & 15:00-18:00

The workshop investigates linguistic issues that have been brought into focus by the COVID-19 ("Corona") pandemic on the basis of Critical Discourse Theory (Musolff et al. 2021).

We focus on key issues of British and US American Corona debates such as the relationship between scientific and public discourses (both governmental and media), establishment of discourse power and authority, representation and framing of the disease and disease agents, periodization and narrativization of the pandemic, agenda-setting for health policy, identity-building and stigmatization, as well as the role of conspiracy theories in the debate. With the exception of the last topic, the discussion of these issues will be accompanied by working on practical exercises individually or in groups. Specific thematic foci are:

- Pandemic discourse as crisis discourse
- How is a pandemic named and defined?
- The use of figures and statistics
- The legitimization of policy measures
- Metaphorization of the pandemic and of its public management
- The use of metonymy for stigmatization and debates about its 'justification'
- The expression of empathy and solidarity
- (Non-)apologies in a pandemic crisis
- Pandemic discourse, rumour and myth-making

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

Lexicology

Priv.-Doz. Dr. Mollin: Wed, 11.15-12.45, online

Lexicology, the study of words, is a discipline that cuts across several of the core branches of linguistics—semantics, morphology and word-formation, historical linguistics etc.. This lecture will touch on all these perspectives and add a psycholinguistic focus, discussing how words are stored and processed in our brains. Questions we will address are, amongst others: How can we describe the meaning of words and their relationships with each other? What are the characteristics of the English lexicon? Does the vocabulary of a language influence the way its speakers think? How does word use vary between speakers of English, i.e. on the national, regional and social levels? What are the origins of the words we use in modern English and how has the historical development of the words determined the modern structure of the lexicon? And how do new words emerge and become established? We will thus try to do justice to the enormous thematic breadth of lexicology. Throughout the lecture, classic and recent studies will be discussed in detail in order to introduce lexicological methodology as well.

In all likelihood, the lecture will take place online, with a mixture of synchronous and asynchronous elements.

Vorlesungen Literaturwissenschaft

American Literary History: Revolution—Civil War

Priv.-Doz. Dr. Löffler: Fri, 10.15-11.45, NUni HS 10

In this lecture course, we will read a selection of representative literary texts that help us trace the evolution of American literary history from the 1770s to the end of the so called antebellum period. Students will analyze canonical American works in cultural context—from Susanna Rowson's *Charlotte Temple* and Edgar Allen Poe's gothic tales to Herman Melville's *Moby Dick* and Harriet Beecher Stowe's *Uncle Tom's Cabin* - at the same time as we will think in more general terms about what it means to write literary history in national terms.

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

Lecture Series: Another Place, Another Time

Elstermann: Mon, 18.15-19.45, online/HS

In the past year, many people have done their fair share of armchair travel—but this is by no means a recent invention. In this lecture series, we will explore works which, at least at first glance, have little to do with the factual reality of their authors' lives: stories about different times, different people, different places; stories or whole genres where the adage "write what you know" does not quite apply. We will discuss theory as well as a broad variety of literary examples and their effects, from escapism to empathy. The subversive potential of transferring certain dynamics and experiences to different settings will be as important as the occasional necessity of abstraction for communicating subjective experiences.

Over the course of the semester, we will examine what a departure from immediate reality means in different literary periods, genres, modes, and movements, and in what way it is precisely such stories which can sometimes be particularly illuminating about the world outside of fiction.

As always, this will be a joint venture featuring different members of the English Department in individual sessions. This means that you will benefit not only from expertise in different subsections of literary history, but also from different voices and points of view every week. Whether we end up sitting in the same physical space of a lecture hall or following each talk online while dreaming of elsewhere, we hope

that this lecture series will, as it usually does, contribute to a sense of academic community throughout the department.

If in-person lectures are not yet possible by the start of term, the lecture series will take place online (asynchronously). Please keep an eye on the department's website and "Aktuelles" for the schedule as well as information on how to access the contents of this lecture.

If you wish to obtain credit points for this lecture, you will be asked to submit a response paper. Administrative details will be explained in due course.

Vorlesung Kulturwissenschaft

Key Concepts for the Study of Culture

Prof. Dr. Nünning: Tue, 9.30-11.00, online

This course is designed as an introduction to central themes and methods of cultural analysis on the basis of current and historical theories of culture. We will introduce several key terms which you can use in order to understand, analyse and interpret different cultures, such as the relation between culture and identity, emotions, values, performance, visual culture, material culture, and others. We will also provide examples taken from British or American culture in order to illustrate how one can use these key concepts. Thus, you will also learn something about key periods of British and American cultural history.

Course requirements:

The lecture will comprise a mixture of studying on your own (reading chapters of a book, answering questions), watching videos, and a virtual seminar discussion, conducted via HeiCONF.

Texts:

The basic text for this course is Vera Nünning, Margit Peterfy, and Philipp Löffler. *Key Concepts for the Study of Culture: An Introduction*. Trier: WVT, 2020.

It is recommended that you buy the book; there are also copies available in the university library and the library of the English seminar.

3 Einführungsveranstaltungen

Phonetik

Introduction to Phonetics and English Phonology

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

In this introductory lecture, we will be dealing with (English) speech sounds from both a theoretical and an applied perspective. After a general introduction to the fields of phonetics and phonology, the sound system of the English language will be considered in detail. We will focus on the British and American standard accents, but will also look at further accents of English whenever appropriate. Throughout, special attention will be paid to potential pronunciation difficulties of German-speaking learners of English. In addition, the lecture will also be concerned with the accurate transcription of English texts. In all likelihood, the lecture will take place online, with a mixture of synchronous (video conferences every Monday, 9:15), and asynchronous elements.

N.B.: Students also need to take the course "British/American English Phonetics (Pronunciation Practice)," either British or American English, preferably in the same semester as the lecture. Both the lecture and the pronunciation practice classes require SignUp registration.

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

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

Also recommended for the lecture:

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

Einführung Sprachwissenschaft

Introduction to English Linguistics

Dr. Landmann: Wed, 11.30-13.00, NUni Aula

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

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

Einführung Literaturwissenschaft

Introduction to Literary Studies

Prof. Dr. Nünning: Mon, 11.30-13.00, online

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

Course requirements:

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

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

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

Texts:

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

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

Einführung in die Literaturwissenschaft

Prof. Dr. Schnierer: Mon, 11.30-13.00, N. Uni

This course of lectures in English is designed to introduce you to the basics of our craft. Under the headings of “Literature and Text,” “Literary History,” “Literary Analysis” and “Interpretation” we shall address questions ranging from the simple (“What is the difference between an ellipsis and a lipogram?”) via the difficult (“Are computer games literature?”) to the unanswerable (“What exactly is good about Shakespeare?”) There will be an accompanying compulsory tutorial where advanced students will (a) introduce you to the techniques and tools you need in your course of studies, (b) go over the lecture’s central issues again and (c) clarify what I may have left opaque. Nevertheless, I would like to encourage you to ask questions before, after and –emphatically –also during lectures. In the first meeting you will get an accompanying reader with selected texts. I will also repeatedly refer to a handful of texts which I cannot reprint in full and which you ought to have read by the end of May: William Shakespeare’s *Hamlet*, T.S. Eliot’s *The Waste Land* (don’t expect to understand much of it yet) and Daniel Defoe’s *Robinson Crusoe*. Texts (any annotated edition will do):

-William Shakespeare: *Hamlet*

-T. S. Eliot: *The Waste Land*

-Daniel Defoe: *Robinson Crusoe*. This course is planned to be taught in class, in case this might not be possible due to potential Corona restrictions it will be held as an online format by Prof. Dr. Vera Nünning.

Einführung Kulturwissenschaft

Key Concepts for the Study of Culture

Prof. Dr. Nünning: Tue, 9.30-11.00, NUni n.n.

This lecture is also listed as "Vorlesung Kulturwissenschaft." Its description can be found on page 11.

4 Proseminare

Proseminar I Sprachwissenschaft

Word-formation in English

Dr. Isermann: Wed, 11.15-12.45, 112

Apart from surveying the major word-formation processes in some detail, the course seeks to cover various aspects of word-formation that are not immediately obvious. Thus, for example, we will address the following questions. What are the stages a formation runs through until it finally becomes an established word? What's the point in having a word for something that could as well be paraphrased? How does our mental lexicon deal with new words as compared to the storage and retrieval of old ones?

Early into the course, participants will form groups of three students and embark on small-scale research projects devoted to some recent additions to the English lexicon. As we proceed, they will track down the history of the words involved, explore contexts, and extend their knowledge of a particular word-formation process. The last two sessions will be reserved for the presentation of the results. Term papers will build on the findings of the study groups, exploring some aspects of the relevant groups of words in more detail.

Pragmatics

Dr. Bredvik: Tue, 11.15-12.45, 116

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

Introduction to Sociolinguistics

Regnoli: Wed, 9.15-10.45, 116

Sociolinguistics is the study of language in society and the social factors influencing the way we talk. Examining the way people use language in different social contexts provides a wealth of information about the way language works, the social relationships in a community, as well as the way people convey and perform aspects of their social identity through language. The present course explores aspects of the relationship between language, variation, and style as well as fundamental topics such as 'speech community,' 'social networks,' 'language contact,' 'multilingualism,' 'language attitudes' and 'address behaviour.' In addition, the course provides an overview of the research approaches and methodologies pursued by sociolinguists, ranging from methods of data collection and analysis to research ethics and challenges such as the 'observer paradox,' i.e., the fact that we want to observe language when it is not observed.

The Miracle of Language Acquisition

Dr. Schiffmann: Fri, 16.15-17.45, 108

Human languages are probably among the most complex systems in the universe (no one has ever given a complete description of even a single one), but children by the age of four or five generally have an almost complete mastery of them even though they do not even seem to devote much attention to the acquisition process. On the basis of a couple of million sentences they hear (or see, in the case of signing), they acquire a system that is for all intents and purposes infinite (believe it or not, most sentences of moderate length are new in the history of the speaker and even of the language—try to google what I just wrote). How can children do this? What inner resources do they need to have to accomplish it? How does the acquisition process concretely unfold, in particular in English? What are some of the new data that have been collected in the course of recent years that help us to better understand this awe-inspiring miracle? Questions like these and similar ones will be what will occupy us in this seminar which is based on an excellent new textbook by Misha Becker and Kamil Ud Deen and a number of other exciting sources. Hope to see you there, guys!

Texts: Misha Becker & Kamil Ud Deen, *Language Acquisition and Development. A Generative Introduction*, MIT Press 2020. This and other materials will be made accessible in a suitable form.

Meaning in Language and Cognition

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

We've all heard expressions like "That's not what I meant!", "What do you mean by that?" or somebody telling us that "Dog" means "Hund" in German. But what do we really mean when we speak of meaning? What is 'meaning', exactly? And what goes on in the mind when we understand the meaning of an expression? That is, what goes on in our minds when we hear sentences like "Think of a flying pig", "Don't think of a pink elephant", or simply "the cat is on the mat."

In this course we will deal with questions like these. We will look at different theories of how 'meaning' is represented in language and cognition. In doing so, we will focus especially on approaches that see linguistic expressions as instructions to create a mental representation and treat language as a cognitive phenomenon.

For example, we will discuss the idea of prototypes, the concept of frames, that is, cognitive knowledge needed to understand expressions, the question if language influences thought, and how children learn the meanings of words. We will also put a particular focus on the meaning of metaphors, such as "Our relationship is at a cross-roads" and "She attacked my argument", and their relationship to cognition.

During the course, you will have ample opportunity to use linguistic theories to analyse instances of actual language use, but will also learn about psychological theories of meaning in language and cognition.

Texts: The reading texts will be made available at the beginning of the semester

Introduction to Language and Gender

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

"You just don't understand"—as Tannen's (1990) book title suggests, people often hold the assumption that women's speech is not the same thing as men's speech at all, and that this is why women and men so often misunderstand each other. But is this really the case?

In this course, we will investigate what it means to use language as men and women, and how different genders are expressed or express themselves differently in various contexts.

The course is divided into three thematic parts. In part I we will focus on traditional approaches to language and gender. We will tackle questions such as: Is there such a thing as a 'women's language'?

that is special and distinct from male language? How are language and power related? Do boys and girls really grow up in two different 'societies' so that men and women have two very distinct ways of communicating? Using both linguistic texts and examples from the media, we will come to a deeper understanding of what it means to speak like a 'man' or a 'woman.'

In part II we will discuss contemporary approaches to language and gender, and look at gender under a feminist linguistic lens. Here, our questions centre around the idea of gender itself: Is gender something that a speaker possesses, or something that is performed in every interaction? We will also turn to speakers beyond the straight male-female binary that is implicitly understood as the basis of early research, and investigate LGBTQ+ speakers.

Part III of our course will branch out to practical explorations into language and gender. Here, we will investigate gender in context and explore different settings, such as gender in the workplace, or in the media. We will ask ourselves if boys really are more disruptive than girls in the primary school, or what role language plays in various women's magazines.

At the end of our class, students will have gained an in-depth insight into different research approaches to language and gender, and have developed a skill-set that allows them to analyse gendered language in a variety of contexts.

Texts: A reader with the relevant literature will be made available at the start of the semester.

Some good basic reading (you do not have to purchase this book!):

Coates, Jennifer. 2004. *Women, Men and Language*. 3rd ed. London; New York: Routledge.

Proseminar II historische Sprachwissenschaft

Introduction to Early Modern English

Dr. Isermann: Tue, 9.15-10.45, 114

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

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

Introduction to Old English

Dr. Hänßgen: Mon, 11.15-12.45, 116

Old English is the oldest diachronic variant of English, used between ca. 700 and 1100 AD. It is closer related to Late Modern German than to Late Modern English and is therefore easier to learn for speakers of German.

In this course, we will be looking at different levels on which Old English differs from later variants, especially at its morphology, phonology and syntax. We will also be dealing with external language history and translate a number of prose texts and poems.

Texts: Baker, Peter S. 32012. *Introduction to Old English*. Oxford: Wiley-Blackwell.

Please make sure you've got your copy of the textbook by the beginning of term.

Introduction to the history of English

Priv.-Doz. Dr. Mollin: Mon, 11.15-12.45, 113

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

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

Introduction to the history of English

Priv.-Doz. Dr. Nesselhauf: Wed, 11.15-12.45, 115

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

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

Introduction to the history of English

Priv.-Doz. Dr. Mollin: Thu, 11.15-12.45, 113

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

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

Proseminar II moderne Sprachwissenschaft

The Practice and Theory of Syntax

Dr. Schiffmann: Fri, 14.15-15.45, 108

It is often said that language is “for communication,” but if you think about it, there is no use in communicating if you have nothing to communicate. This is where the marvelous evolutionary development of syntax comes into play: Syntax allows us to think in the typical human way by putting concepts together to form larger items, which can then in turn be put together with other concepts or with items already formed. Syntax is thus very much about human thought. No syntax, no Socrates or Immanuel Kant. In this seminar we will explore syntax from a beginner’s level right through to the horizons of current syntactic research. On the one hand, the seminar will be a solid introduction into the present state of affairs in Noam Chomsky’s research paradigm generative grammar; on the other, we will do a lot of syntactic research ourselves, including, but not limited to, checking dialectal variations (in other words, actually occurring sentences and constructions), looking at languages other than English, and drawing and testing syntactic trees. The seminar will be accompanied and guided by a series of video clips in which I try to explain what the issues are and why what we are doing at each step matters. This is the third time that I’m teaching this seminar, but even so and as in the previous semester, I expect it to be quite different from what went on before.

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

Regional Varieties of English—characteristics, development, analysis

Priv.-Doz. Dr. Nesselhauf: intensive online course, 9:30-13:30 on the following days: Monday, 20 Sept., Tuesday, 21 Sept., Wednesday, 22 Sept., Thursday, 23 Sept., Monday, 27 Sept., Tuesday, 28 Sept. 2021.

In this seminar, we will try to get an overview of the different types of varieties of English that can be found around the world. We are going to deal both with first language Englishes such as Australian English and with second language Englishes such as Indian English; some English-based pidgins and creoles such as Tok Pisin will also be looked at. In addition to studying the development and present-day shape and usage of these Englishes theoretically, you will also learn how to perform your own hands-on investigations.

Requirements:

- 1) Sign up via SignUp
- 2) In Schneider, *English Around the World*, please read sections 2.4, 2.5, and at least three of the sections 4.1, 4.2, 4.3, 5.1, 5.2, 6.1, 6.2, 6.3, 6.4.
- 3) By 30 August, send me an email (Nadja.Nesselhauf@urz.uni-heidelberg.de) stating which three varieties of English (any varieties, not limited to those discussed in Schneider) you find most interesting, what has sparked your interest, and which aspects about these varieties you would particularly like to learn more about (phonology, lexis, syntax, pragmatics, development/history, attitudes, language policies, . . .).
- 4) Presentation (deadline 15 Sept.), quiz (27 Sept.), data analysis (28 Sept.)

Please note that intensive work will be required outside of class time as well, both in the weeks before and during the days of the seminar.

Texts: Schneider, Edgar W. (2011/2020). *English Around the World. An Introduction*. Cambridge: CUP. [You may use either edition; the chapters we are going to cover are practically identical].

Linguistic Im/Politeness

Dr. Monika Pleyer: Thu, 14.15-15.45, online

“F*** you, you’re a f***ing w*nker”—how come that, if we listen to these lyrics from an *Alestorm* song, we might find them amusing, but would react quite differently if the same phrase were to be said to us in an argument?

This course will help us answer these and similar questions. In our class on linguistic im/politeness, we will learn what it means to be polite or rude in a specific context, how and why speakers might differ in what they find im/polite, and also how we can describe these behaviours with linguistic models.

The course is divided into two thematic parts. In part I we will focus on classical approaches to language and im/politeness. We will answer questions such as: What is politeness in a linguistic sense? Do linguists understand the same behaviours as polite as lay speakers? Is the same linguistic expression polite in every context in which it is said, or might it also be seen as impolite in some? And how do we define and describe what impoliteness is? Using both linguistic texts and examples from the media, we will come to a deeper understanding of what it means to be polite or impolite in specific social contexts.

In part II of our course we will branch out to practical explorations into im/politeness in context. Here, we will investigate how our use and perception of im/politeness change in a variety of (social) contexts, such as in mixed-gender communication, or in children’s fiction such as the *Harry Potter* series. We will tackle questions such as why there is such a wealth of impoliteness in contemporary media (that is, film, TV, and on the Internet), or how we might misunderstand a person from a different cultural background because of their use of politeness strategies.

At the end of our class, students will have gained an in-depth insight into different research approaches to language and im/politeness, and have developed a skill-set that allows them to analyse im/polite language in a variety of contexts.

A portion of our class time will be dedicated to developing a project in which you empirically investigate an aspect of linguistik im/politeness in context.

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

Proseminar I Literaturwissenschaft

Introduction to City Poetry: London Poems Through Four Centuries

Dr. Hertel: Thu, 11.15-12.45, 116

At all times the concept of the city and city life have been key topics for poets. London is only one example of a metropolis that has inspired so many versatile reactions in writers over the centuries. These range from fascination and admiration to bewilderment and abhorrence.

This course will focus on a selection of city poetry covering a time span of four centuries. In a close reading of the respective poems, we will work on the questions of how London is presented in poetry from the 17th to the 21st century, and in which ways these images of a changing city can also be seen as reflecting the social and historical transformations of English society in general.

The course will offer students an insight into the urban development of London as well as the development of English poetry over a stretch of four centuries.

Texts: A ‘reader’ with all the texts will be available in ‘Copy Corner’ (Merianstrasse) by the end of September.

The selection of poems will be based partly on the edition *London. The Urban Experience in Poetry and Prose* (ed. Horst Meller and Helmut Slognsat. Paderborn: Schöningh, 1987) as well as Ford, Mark, ed. *London : A History in Verse*. (2012). In order to prepare for this class, it might also be interesting to have a look at the manifold studies on the history of London in our library’s section D GF.

Herman Melville's Short Fiction

Tants-Boestad: Mon, 16.15-17.45, 110

Herman Melville (1819-1891) is nowadays best known as the author of the famous novel *Moby-Dick* (1851). However, he also created a considerable body of short stories and novellas, especially in the years following the publication of his great novel. Some of the most interesting among these were published in the collection, *The Piazza Tales* (1856). In this course, we will examine a wide selection of Melville's shorter fiction, especially from the period of the mid-1850's. Reading these texts alongside pertinent historical sources and authors that have influenced Melville's writing, we will explore historical, political, and intertextual links in these works. Through close readings of the short stories, essential skills for literary analysis will also be practised.

The stories and any additional reading material will be made available on Moodle. However, students are expected to have read at least the longer texts "Benito Cereno" and "The Encantadas, or Enchanted Isles" by the start of term. Both can be found online as well as in the following, recommended anthology of Melville's short fiction: Peter Coviello (ed.). *Billy Budd, Bartleby, and Other Stories*. Penguin. Alternatively, you may wish to acquire this comprehensive "Everyman's Library" edition of the texts: *Herman Melville. The Complete Shorter Fiction*. Knopf.

Introducing Modernism

Elwer: Thu, 16.15-17.45, 122

Perhaps no other literary movement has drawn more attention than modernism. Influential, provoking, and innovative, literature in the modernist era has had a lasting influence in the 20th and 21st centuries. In this seminar, we will take an investigative look at why this period has become so (in)famous. Our focus will not only be fiction but poetry and drama as well. Throughout the course of the semester, we will analyze modernist texts and discuss the salient features of modernist literature, including but not limited to its presentation of temporality, multiperspectivity, and stream of consciousness. Through a critical perspective, we will encounter key figures of the modernist movement, such as James Joyce, Virginia Woolf, and T.S. Eliot and place them within the literary tradition.

Requirements: regular attendance and participation, one short presentation, and writing of a final term paper. Please familiarize yourself with the following works before the semester begins. Selected poems will be distributed by me during the semester. James Joyce: *Dubliners* (though not essential, I recommend the Norton edition) Virginia Woolf: *Mrs Dalloway*, Samuel Beckett: *Waiting for Godot*.

F. Scott Fitzgerald, *The Great Gatsby* (1925)

Dr. Hänßgen: Fri, 11.15-12.45, online

F. Scott Fitzgerald's life (1896-1940) and works represent his age, from the post-war lostness and wildness of the roaring twenties, his "Jazz Age," to the aftermath following the stock market crash of 1929 and Fitzgerald's self-destruction through alcohol.

In this course, we will focus on his masterpiece, the novel* *The Great Gatsby* (1925). We will consider questions of prose analysis and explore themes like the essentially American nature of Gatsby's dream, the success myth, the conflict between the American East and West, dysfunctional relationships and the obsession with time. We will work with the critical material assembled in the new Norton Critical Edition, including contemporary reviews and critical assessments through the ages.*

We might take a look at some short stories and autobiographical essays.

Texts: Please read the novel in advance, using the recommended edition. (The book is due in August 2021.)

Fitzgerald, F. Scott. *The Great Gatsby: An Authoritative Text, Backgrounds and Contexts, Criticism*. Ed. David J. Alworth. A Norton Critical Edition. New York: W. W. Norton, 2021.

ISBN: 978-0-393-65659-6

Contemporary British Historical Fiction

Gillé: Wed, 11.15-12.45, 114

Historical fiction is a highly popular and very diverse genre: it spans works of popular fiction like the novels of Ken Follett or Philippa Gregory and TV series ranging from *Vikings* to *The Crown* as well as novels lauded by the literary establishment, such as Booker Prize winners *Wolf Hall* and, somewhat more recently, *Lincoln in the Bardo*. This broad appeal of historical fiction may lie at least partly in the fact that it promises us insights into the lives and minds of people who lived centuries ago, but is also capable of reflecting our own, present-day problems and offering up new perspectives on them.

In this proseminar, we will have a closer look at contemporary British historical novels specifically in order to explore the abovementioned appeal of the genre and discuss aspects of its theory, including the origins of historical fiction and the many forms it can take. More importantly, however, this proseminar aims to give you the tools you need to analyse and interpret narrative texts by building on the foundations of what you learned in the *Introduction to the Study of Literature*.

Texts: We will discuss the following novels (please read them before the beginning of the semester!):

- Jeanette Winterson, *The Passion* (1987)
- Andrea Levy, *Small Island* (2004)
- Maggie O'Farrell, *Hamnet* (2020)

Introduction to the Study of Fiction: Contemporary British Speculative Fiction

Link: Wed, 9.15-10.45, 122

Speculative fiction can be notoriously hard to define but is generally viewed as an umbrella term that encompasses a range of different genres, including but not limited to, science fiction, alternate history, utopian fiction, and dystopian fiction. The general fluidity of these genres and the range of topics they cover provide fertile ground for interesting interpretations and discussions.

In this course, we will look at contemporary topics currently influencing speculative fiction, such as gender and race, technological advancement, politics, power, and capitalism. Moreover, we will ask questions about how these stories provide us with special access to ways of making sense of our daily experiences. With the help of these texts, we will also dive into the study of narrative: you will deepen the knowledge acquired in the *Introduction to the Study of Literature* by applying it to the selected books in close-reading sessions.

Please read the following texts before the semester starts and bring copies of them to class (no specific edition required).

- Kazuo Ishiguro, *Never Let Me Go* (2005)
- Jeanette Winterson, *The Stone Gods* (2007)
- Ian McEwan, *Machines Like Me* (2019)

Space Travel

Elstermann: Tue, 14.15-15.45, 113

Literature about space travel offers opportunities to discuss countless different issues, all of which essentially hinge on this question: in a setting that is (at least for the moment) still mostly fictional, how is travel across large distances depicted? Who travels, how, why, and where?

In this course, we will look at texts from different decades to examine how literary figurations of space travel have changed (or stayed the same) alongside scientific, technological, socio-political, and other historical developments. We will link literature of space travel to both the tradition of science fiction, and that of travel writing, and explore how quintessentially American ideas of the frontier and manifest destiny translate into space. Situating texts in their historical context will be an essential part of this class, particularly with Space Age literature leading up to the 1969 moon landing. This includes a trajectory from the Cold-War-Era space race to today's so-called billionaire space race and the rivalry between private companies. Apart from literary and historical context, you will also be introduced to theories of space and place, technology, speed, and the sublime.

As a basis for discussion, the following texts are required reading for this course: *Starman Jones* (Robert A. Heinlein); *The Hitchhiker's Guide to the Galaxy* (Douglas Adams); *Leviathan Wakes* (James S.A. Corey). These novels are a miniscule selection from a myriad of texts about space travel, and merely serve to establish a common ground for this course. Students are very much encouraged to bring their own reading experience into discussions and presentations. Discussions will also draw on other media, such as TV series like *Star Trek* and *Battlestar Galactica*. Students in this class are expected to be enthusiastic readers in a variety of genres and text forms, active participants in discussions, and not afraid of a bit of theory. There will be reading assignments throughout the semester.

If in-person classes are not yet possible by the start of term, this class will take place in a mix of asynchronous content and synchronous discussions. Once you have successfully registered (and been assigned a spot) via SignUp, you will be informed about further proceedings via email.

Texts: Please read the following texts before the start of term (any edition will do):

- Robert A. Heinlein. *Starman Jones* (1953);
- Douglas Adams. *The Hitchhiker's Guide to the Galaxy* (1979);
- James S.A. Corey *Leviathan Wakes* (2011).

Proseminar II Literaturwissenschaft

Mark Twain

Priv.-Doz. Dr. Löffler: Thu, 16.15-17.45, 115

In this class, we will read Mark Twain's *Huckleberry Finn* in addition to a selection of Twain's best-known short stories. A second major concern will be to place Twain's texts and his career within the broader context of US literary realism, a postbellum literary movement that coincided historically with the period still referred to as the Gilded Age. Through the prism of Twain's fiction (and some of his literary criticism) we will try to understand key concepts of realist writing as well as major transformations in US social history after the end of the Civil War.

Texts: Mark Twain *Huckleberry Finn* (Norton), all other texts will be part of a seminar reader.

Postcolonial African Literature

Dr. Grundmann: Mon, 16.15-17.45, 115

In this course we are going to read some of the most insightful and moving texts about Africa in the twentieth century against the background of theories of (post-)colonialism. We shall begin with Chinua Achebe's famous novel *Things Fall Apart* (1958), which depicts the cultural collision between tribal culture and European colonialism and imperialism in Nigeria. Athol Fugard's novel *Tsotsi* about life in the ghettos outside present-day Johannesburg will be analysed alongside the film based on it. Chimamanda Ngozi Adichie's novel *Americanah* gives an insight into the emigrant experience of Nigerians in the US and the UK. We shall end with another Nobel prize winner's heartrending book about post-Apartheid violence in South Africa, namely J.M Coetzee's *Disgrace*.

Texts: Please purchase Chinua Achebe, *Things Fall Apart*. Penguin 2006. Athol Fugard, *Tsotsi*. Canongate Books, 2009. Chimamanda Ngozi Adichie, *Americanah*. Harper Collins, 2013. J.M. Coetzee, *Disgrace*. Vintage 2000.

Poetry in Theory

Prof. Dr. Leypoldt: Mon, 16.00-18.15, online

In this seminar, we will consider the development of poetry and poetics in the twentieth century, with a focus on the US from the modernist period to the present. The idea is to read some of the most iconic twentieth-century poets in light of the shifting theoretical claims about the nature or uses of poetry. In practice, this means that each session will pair a representative poem with a relevant poetic manifesto, giving us enough time for close reading to balance questions of theme and politics with questions of style and form.

The course will take place on-line, in a condensed timeframe (it will run from 16.00 to 18.15, so we can conclude by Christmas).

Texts: All reading materials will be uploaded on a moodle platform.

William Shakespeare's *The Merchant of Venice* and stage adaptations of the play

Dr. Hertel: Tue, 14.15-15.45, 112

According to the playwright Julia Pascal, "*The Merchant of Venice* is the hardest Shakespearean drama for any Jew to watch." And maybe not only for Jewish audiences. Looking at the long and changeful production history of this play, it is interesting to see how directors over the centuries have dealt with the central and disturbing ambivalence brought to light in the character of Shylock. Whereas the original title on the quarto from 1600—*The Most excellent Historie of the Merchant of Venice With the extreame crueltie of Shyllocke the Jewe towards the sayd Merchant* - could already imply an attempt at influencing the audience towards a racist and anti-Semitic reading, the text and subtext of this play offer far more room for thought. Hence, in the 400 years of *The Merchant* on stage, the character of Shylock has appeared both as the prototype of the dangerous, cruel and repulsive Jew on the one hand, and, on the other, as the epitome of a tragic character, 'more sinned against than sinning'.

In the course of this semester, we are going to look at Shakespeare's original play, as well as the two modern stage adaptations *The Merchant* by Arnold Wesker (1976) and Julia Pascal's *The Shylock Play* (2008).

Texts: Please purchase and read the texts in the following editions before the beginning of term:

- William Shakespeare. *The Merchant of Venice*. The New Cambridge Shakespeare, ed. M.M. Mahood. Cambridge: CUP 2018. ISBN-13: 978-1316506646.
- Julia Pascal. *The Shylock Play. An Adaptation of William Shakespeare's The Merchant of Venice*. London: Oberon Books, 2008. ISBN-13: 978-1840028126.

Henry James, *The Portrait of a Lady* (1880/81; 1908)

Dr. Hänßgen: Wed, 11.15-12.45, 116

This course will deal with Henry James' novel, a classic of American realism, from a number of perspectives: We will look into biographical and historical contexts like the "Woman Question" and the so-called international theme, discuss questions of prose analysis and focus on the psychological portrait of Isabel Archer. A scholar, Mary Loeffelholz, calls the novel "a quietly terrifying meditation on American identity in its encounter with the world." (Norton Critical Edition, cover). To James, the growing consciousness of his heroine is the subject of the novel, her development an (inner) adventure; the rest of the characters—including Isabel's four suitors—are only satellites.

Another topic for investigation are the fascinating revisions that James himself made in the text between the first publication and the final text in the New York Edition of his collected works, nearly 30 years apart.

Texts: James, Henry. *The Portrait of a Lady: An Authoritative Text, Backgrounds and Contexts, Criticism*. Ed. Michael Gorra. A Norton Critical Edition. New York: W. W. Norton, 2018.

ISBN: 0393938530

Please read the novel in advance, using the recommended edition.

The canonical 'Big Six' English Romantic Poets

Dr. Hertel: Thu, 16.15-17.45, 112

This course is designed to provide an overview of the literary period known as English Romanticism. In the course of the semester we will be looking at the work of the canonical 'Big Six' who shaped this period, starting with the representatives of the older generation: William Blake, S.T. Coleridge and William Wordsworth. The chronology will then lead us on to the younger generation including John Keats, P.B. Shelley, and Lord Byron. Aspects of the writers' biographies as well as the poetological, historical, philosophical, and socio-historical context of the time will complement the close reading of the respective poems.

Texts: A 'reader' with all the texts will be available in 'Copy Corner' (Merianstrasse) by the end of September.

Helpful books for a general introduction to the period of English Romanticism are: Boris Ford (ed.), *From Blake to Byron*, The Pelican Guide to English Literature, 5 (Harmondsworth: Penguin Books); Jean Raimond and J.R. Watson (edd.), *A Handbook to English Romanticism*; Duncan Wu (ed.), *A Companion to Romanticism*.

Postmodernism in American Literature

Dr. Jakubzik: Wed, 11.15-12.45, 110

This class will introduce American postmodernism and explore some of the theories at its core.

In the first weeks we will familiarize ourselves with essential foundations of postmodern theory (Sigmund Freud, Benjamin Whorf, Jean Baudrillard, Jacques Lacan, Fredric Jameson).

In the light of these ideas we will discuss John Barth's short story cycle *Lost in the Funhouse* (1968), Don DeLillo's *White Noise* (1985), Paul Auster's *New York Trilogy* (1987), Charles Yu's *Interior Chinatown* (2020) and a few shorter fictional texts.

Finally, we will discuss what has remained, or why it is that Brian McHale begins his *Introduction to Postmodernism* (2015) with a chapter entitled "What Was Postmodernism" (explaining that "perhaps the only consensus that has ever been reached about postmodernism has to do with its end: postmodernism, it is generally agreed, is now 'over'") while Paula Geyh writes on page two of the *Cambridge Companion to Postmodern American Fiction* (2017) that "we are still somewhere in its [postmodernism's] midst"?

Please note that there's quite a lot of reading requested for this class; it might be a good idea to get an early start. We'll meet in person, if possible, or do a weekly video conference in combination with homework assignments instead.

Corporate Worlds: Corporations as Governments

Elstermann: Thu, 16.15-17.45, 113

Particularly in US American society, where so-called philanthropy has for centuries often taken on issues which elsewhere fall under the domain of a democratically elected government, it is unsurprising that corporations supplanting governmental institutions is a recurring theme in near-future fiction.

We will analyse literary depictions of corporations and the worlds they control, and trace the dystopian exaggeration of such fictional examples alongside their perhaps more subtle real-life counterparts. In the process, we will also consider theories of power and power structures, the development of corporate power, the implications of modern libertarianism and individual responsibility as opposed to solidarity, and the historical evolution of some of these ideas. In terms of literary analysis, we will, among other things, examine how and where sympathy is directed, what role the protagonists of these novels play in their respective corporate worlds, and whether (and by which criteria) the system—or attempts at revolution—can be considered successful.

A willingness to engage with political and critical theory will be as important in this class as an interest in the interplay between literature and the socio-political context within which it is written and read.

If in-person classes are not yet possible by the start of term, this class will take place online asynchronously. Once you have successfully registered (and assigned a spot) via SignUp, you will be informed about further proceedings via email.

Texts: Please read the following texts before the start of term (any edition):

- Frederik Pohl and Cyril M. Kornbluth. *The Space Merchants* (1953);
- Neal Stephenson. *Snow Crash* (1992);
- Max Barry. *Jennifer Government* (2003).

Proseminar I Kulturwissenschaft

Introductory Seminar in Cultural Studies

Coming of Age Narratives

Priv.-Doz. Dr. Löffler: Tue, 9.15-10.45, 112

What does it mean to be coming of age? How does one experience the journey into adulthood? What are the learning lessons that mark the end of childhood? Inspired by the German 'Bildungsroman' tradition, coming of age narratives have enjoyed particular success in US literary history. In this course, we will read and contextualize three major coming of age novels, as we investigate the central features of the genre, such as protagonists, moments of initiation and rites of passages, institutional contexts (home, family, school, university) and the narrative form itself. As our readings will reveal, coming of age narratives tell life stories of individual characters at the same time that they reflect upon broader chapters in US literary and cultural history.

Literature:

Mark Twain. *Huckleberry Finn* (Norton).

J.D. Salinger. *The Catcher in the Rye* (Penguin).

Sandra Cisneros. *The House on Mango Street* (Vintage).

Occidentals in the Orient: Fictions of Colonial Encounters

Movaghati: Wed, 16.00-18.00, 112

Modern Anglo-American literature is imbued with narratives about westerners traveling to the colonial Orient. In such works of fiction, the encounters between the travelers and the indigenous inhabitants of the East often have drastic psychotic effects on the voyagers. Drawing on theories of Colonialism and Post-colonialism, the current course offers a close look at some of the canonical works of the modern age literature written by E. M. Forster, Paul Bowles, Joseph Conrad, and William Somerset Maugham to investigate the dichotomous dilemma of the Occident versus the Orient.

Course Materials: Please read Paul Bowles's *The Sheltering Sky* (any edition) and E. M. Forster's *A Passage to India* (any edition) in advance. The rest of the materials will be provided by the instructor during the semester.

The US Civil War and Reconstruction

Dr. Föhr: Thu, 9.15-10.45, 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.

Format:

The course is structured as a series of discussions with occasional lectures. If the semester is online, these discussions will take place asynchronously in Moodle; lectures will be given via HeiConf.

Readings:

The class reader will be made available in August at Copy Corner and as a PDF in the Moodle classroom. 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 the beginning of November.

Assignments:

In addition to regular participation in discussions, an essay, research paper proposal and research paper are required.

American War Culture after 9/11

Eisler: Blockseminar January 2022, n.n.

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. In this Blockseminar we will examine American war culture since 9/11 through fiction, journalism, and other forms of media such as film and video games. Critical analyses of these texts will allow us to explore the broader relationship between war and contemporary American society as well as address questions such as authorship, authenticity, memory, trauma, gender, ethics, and cultural representation.

We will hold a meeting in the beginning of the semester to coordinate the schedule, reading assignments, and presentations beforehand. The actual course sessions will likely take place sometime in January 2022. Please read Billy Lynn's *Long Halftime Walk* (2012) by Ben Fountain before the seminar begins. Other texts will be made available via Moodle.

Space Travel

Elstermann: Tue, 14.15-15.45, 113

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

Memory Studies: Introduction

Assmann: Tue, 9.15-10.45, 113

In the midst of the coronavirus pandemic, questions around memory increasingly became the subject of public debate: How can societies grapple with their losses by finding public forms of remembering? And how will the pandemic be remembered in the future and on what scale (personal, national, global)?

Since the 1980s, 'memory' has emerged as a new paradigm in the humanities and *Kulturwissenschaften*. Starting from an examination of the cultural and political shifts that have prepared the ground for this new attention given to the past and how it lives on in our present, this course aims to retrace how this 'memory boom', rediscovering and building on earlier studies from the first half of the twentieth century, has created a theory of memory that is closely connected to understandings of culture, as terms like 'cultural memory' and 'cultures of memory' indicate.

The first half of the semester will be devoted to grasping the theoretical interdisciplinary foundations of the concept: How is memory, at both the individual and the collective level, intricately connected to two other concepts, narrative and identity? And what is the relationship between individual and collective memory? We will look at different forms of collective memory, such as generational and family memory, and explore the multifarious ways in which these overlap and intersect with individual lives. In the second half of the semester, we will deal with more concrete cases of private and public memory in order to discuss the politics of memory at different levels in society, from grassroots activist forms of public history, 'queering memory', and the toppling of statues or changing street names to current debates around historical responsibility and colonial heritage.

Texts: This course is based on weekly reading assignments. All texts will be made available in class.

The Coronavirus Crises

Prof. Dr. Nünning: Tue, 11.15-12.45, 122

What is the Coronavirus Crisis all about? Is it, as everyone seems to suggest, 'just' a problem of the spread of a particular virus, leading to death and serious impairment for many people and to the breakdown of medical systems in several countries world-wide? Or is there much more involved, is there a 'deep' crisis, highlighting problems that have been ignored for a long time, such as climate change and social inequality? How should we deal with these crises?

Our main aim is to gain a deeper knowledge of the coronavirus crises and of their relationships to other important cultural developments. In each session, we will explore a particular aspect of the phenomenon. We will also use key terms of the study of culture (such as intersectionality, ethics, ways of worldmaking), in order to understand multiple facets of the crises. Thus, you will not only gain insight into the impact of Covid-19, but also into concepts that you can use to understand other cultural phenomena.

Proseminar II Kulturwissenschaft/Landeskunde

Postcolonial African Literature

Dr. Grundmann: Mon, 16.15-17.45, 115

This course is also listed in these categories: Proseminar II Literaturwissenschaft, Ethisch-philosoph. Grundlagenstudium II. Its description can be found on page 24.

Star Trek: Multi-race, Multi-species, Multicultural?

Burlingame-Goff: Thu, 11.00-14.00, 108

Corporate Worlds: Corporations as Governments

Elstermann: Thu, 16.15-17.45, 113

This course is also listed in these categories: Proseminar II Literaturwissenschaft, Ethisch-philosoph. Grundlagenstudium II. Its description can be found on page 26.

Proseminar III Sprachwissenschaft

Second Language Acquisition: a sociolinguistic perspective

Dr. Salakhyan: Fri, 8.15-9.45, online

Second Language Acquisition is a discipline of Applied Linguistics that looks at how second language is acquired. In particular, second language acquisition research focuses on how children and adults develop their grammatical, communicative and pragmatic competence. To shed light on these issues, we will begin by examining theories of second language acquisition, paying attention to such issues as learners' errors, input and output, and the order of morpheme acquisition. As second language learners need to locate events in time and space, we will learn how children and adults acquire temporal, aspectual, and spatial devices, and express these relations in their performance. As the mastery of a second language goes beyond the correct use of grammatical structures, in the second half of the course we will discuss the development of pragmatic competence looking at how second language users construct discourse, manage conversations, convey and recover non-literal (indirect, figurative) meaning. Do second language learners use metaphors and irony in their performance? How do they deal with idiomatic expressions that are not known to them?

In the end, we will consider learners' strategic behavior in communicative encounters. Given that second language learners' knowledge is limited from a grammatical, lexical and pragmatic perspective, how do learners cope with communicative problems in conversations? Do they use strategies to compensate for vocabulary deficiency, for example? We will draw concluding remarks by explaining individual variation in language acquisition by such factors as personality and motivation and considering implications of second language acquisition research for language teaching. By the end of the course, course participants will be able to:

- (i) discuss theories of second language acquisition
- (ii) explain processes taking place in acquisition of a second language
- (iii) demonstrate the ability to apply the knowledge gained to analyze a small piece of second language data.

Texts: Selected References:

Banasik, N & Podsiadlo, K. (2016). Comprehension of ironic utterances by bilingual children. *Psychology of Language and Communication* 20 (3), pp. 316-335.

Bardovi-Harlig, K. (2000). *Tense and aspect in second language acquisition*. Oxford University Press: Oxford.

Canale, M., & Swain, M. (1980). Theoretical bases of communicative approaches to second language teaching and testing. *Applied Linguistics* 1, 1–47.

Corder, S.P. (1967). The Significance of Learners' Errors. *International Review of Applied Linguistics* 5, 161-170.

Hendriks, H. (2005). *The structure of learner varieties*. De Gruyter: Berlin

Larsen-Freeman, D. & Long, M. (1991). *An Introduction to Second Language Acquisition Research*. Routledge: London.

Linguistic Analysis

Dr. Isermann: Tue, 16.15-17.45, 112

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

Note: There will be a tutorial accompanying the course.

Varieties of English in Africa

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

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

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

Registration for this course is via SignUp.

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

Language and Emotion

Dr. Landmann: Mon, 14.15-15.45, 110

Emotions have been generally acknowledged to represent the driving force behind motivation for various types of social interaction, but also thinking, memorizing and learning. In this course, different methods for the linguistic analysis of the multi-faceted relationship between language and emotion will be examined. For example, we will look at the cultural diversity and political significance of emotional language. Much importance will also be attached to the complex relationship between affect, gender and sexuality. In addition, we will investigate shifting forms of emotional language over time. Please register for this course via SignUp.

Texts: Wilce, J. M. 2009. *Language and Emotion*. Cambridge: Cambridge University Press.

Colour terms

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

Colour terms are all those words that describe the colour of objects, from basic colour words such as *red* or *yellow* to secondary colour terms such as *fuchsia* or *mustard*. Some classic questions in linguistics have been investigated by looking at colour words as an example, such as linguistic relativity: do all languages of the world divide the colour spectrum up in the same way, and do idiosyncrasies in a language's colour term system influence the colour perception of their speakers? So does the fact that Russian has two basic colour categories in the 'blue' range mean that Russian speakers are better at distinguishing between shades of blue than English speakers? In a related debate, does the historical development of colour terms in languages follow a common evolutionary path, as Berlin & Kay (1969) suggested, with *black*, *white* and *red* the earliest colour terms to develop in any language/culture, and is this why Ancient Greek and Old English had no word for *blue*? Apart from these classic themes of research on colour terms, we will also consider less well-known research, on the use of colour terms by different speaker groups and in different functions, the historical development of individual colour words such as English *pink* compared to German *pink* and *rosa*, the use of colour terms in figurative language (such as *a black day*, *to be caught red-handed*, *to feel blue*), and the acquisition of colour terms by children.

Whatever the format of the class will be, students are expected to follow the class actively, to give a live or virtual oral presentation, and to conduct their own small-scale research study on any aspect of colour terms covered in class.

For this coming winter semester, the linguistics section of the English Department is trial-running registration for HS/PSIII classes via SignUp rather than by e-mail. Therefore, to attend this class, apply via the SignUp system.

New words, new worlds: language change and 19th-century science

Watts: Mon, 29. November bis Sat, 4. Dezember, je 13-18:00 Uhr, Raum: NN

The Oxford English Dictionary records the nineteenth century as the period in which the highest number of vocabulary items entered the English language with over 75,000 entries. This far exceeds any other century in records dating back to AD 1000 and reinforces the notion that the nineteenth century was indeed a great time of discovery, innovation and invention which created the need for a vast amount of new terminology to be introduced into the English language. Most of these neologisms belong to specialist scientific vocabulary, but many do not and have become familiar to the layperson over time, thereby passing into general use as a part of our everyday English vocabulary. This Hauptseminar will explore many of these 19th-century lay neologisms in the broad field of science. We shall consider the eponymous legacy of famous scientists, explore the process of affixation in the coining of new words and discuss the linguistic impact of scientific advertising in print. We shall also consider what is involved in etymological study and apply this knowledge to the fields of botany, zoology, medicine and palaeontology among others. For your registration please contact me directly via my email address catherinewatts885@gmail.com.

Proseminar III Literaturwissenschaft

Laughing Matters: The Comic Tradition in English Literature

Priv.-Doz. Dr. Hirsch: Thu, 16.15-17.45, P18 (Grabengasse 14-18)

According to Bill Bryson it is usually a matter of mere seconds before English people who are having a conversation will "smile or laugh over some joke or pleasantry". And if we are to believe the Hungarian-born author George Mikes, "the English are the only people in the world who [even] enjoy dying". Although both observers may have been somewhat overenthusiastic, a well-developed and very distinct sense of humour is undoubtedly one of the traits most readily attributed to the English, both by foreigners and themselves.

Recognising laughter and ridicule as defining features of national culture, this class aims at exploring the comic tradition in English literature. Since our weekly classes (either in an analogue or virtual manner) serve to cover a broad range of comedic varieties, we will deliberately transgress demarcations of genre and periodization. Using *Midsummer Night's Dream* as our starting point, we shall discuss idiosyncrasies, continuities and realignments throughout four centuries of humorous writing, from Shakespearean comedy to contemporary fiction.

Texts: Primary Sources:

William Shakespeare, *A Midsummer Night's Dream*. Oxford: OUP.

Oscar Wilde, *The Importance of Being Earnest and Other Plays*. London: Penguin/Vintage Classics.

P.G. Wodehouse, *Carry on, Jeeves*. London: Arrow Books.

David Lodge, *The British Museum Is Falling Down*. London: Penguin/Vintage Classics.

Hanif Kureishi, *The Buddha of Suburbia*. London: Faber.

Helen Fielding, *Bridget Jones's Diary*. London: Macmillan.

Further Reading:

Charney, Maurice (ed.), *Comedy: A Geographical and Historical Guide*.

Diller, H.-J. (ed.), *Comedies: Mirrors of English Society*.

Leggatt, Alexander, *English Stage Comedy, 1490-1990*.

Nilsen, Don F., *Humour in British Literature*.

Roston, Murray, *The Comic Mode in English Literature*.

Shakespeare: Comedies

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

In this seminar we will analyse and interpret plays that are frequently performed and studied. Thus, questions of canonicity, universality and popularity will have to be addressed. A second focus will be placed on issues of performance and theatricality. The six plays to be acquired (Arden editions) and read before the beginning of term are: *The Comedy of Errors*, *Midsummer Night's Dream*, *Romeo and Juliet* (sic), *As You Like It*, *Measure for Measure* and *The Winter's Tale*. The seminar will be conducted in English, as always. Registration is open from the moment you see this. There are three steps:

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

The other requirements are: one presentation of sorts, one written term paper or an equivalent, regular attendance, and active participation. Registration is open now.

The First Century of US-American Drama

Priv.-Doz. Dr. Peterfy: Thu, 9.15-10.45, NUni P18

In this course, we will look at the development of a national American theatre, starting with plays from the Early Republic, such as Royall Tyler's *The Contrast* (1787), and from there moving through the long 19th century. We will read one example of a so-called "Indian Play," but also a comedy of manners by melodramas by Dion Boucicault. Popular theater and the so-called "show business" will be represented by a burlesque (i.e. literary parody) of Shakespeare's *Othello*. We will finish our survey with plays by James A. Herne, and William Vaughn Moody.

The texts will be made available in a Course Reader, on sale at the Copy Corner.

Requirements: Preparation of texts (weekly reading diary/study questions)

PSIII: oral exam, HS: Term paper.

To register, please write to margit.peterfy@as.uni-heidelberg.de

Theories of American Studies

Priv.-Doz. Dr. Löffler: Thu, 9.15-10.45, 116

Beginning in the early twentieth century, the history of American Studies has always been the history of its own self-legitimization. What should scholars of American culture read? How should they read? To what particular ends should they read? These and related questions have been debated controversially for the past several decades now and will arguably continue to inform arguments about the scope and method of American studies.

To get a sense of what it means to practice American Studies, we will trace the evolution of the discipline since its academic inception in the 1930s. The seminar will be structured around three major phases: the formation of American Studies at US universities during the 1930s and 1940s; the various political turns of American Studies in the 1960s and 1970s in conjunction with the rise of reader-oriented theory paradigms (deconstructionism, poststructuralism, reception theory); recent critical interventions in the wake of the Cold War and the idea of a transnational American Studies (The 'New Americanists', Globalization Theories, World Literature). Our readings will cover programmatic texts of the 'Myth and Symbol' school (F.O. Matthiessen, Perry Miller, Henry Nash Smith, Leo Marx), popular revisionist manifestos (Nina Baym, Barbara Welter, Jane Tompkins, Henry Louis Gates) and recent critical texts on diversity issues, canon formation and the internationalization of American Studies (Donald Pease, Walter Benn Michaels, John Guillory).

This course is particularly suited for students with an interest in literary and cultural theory.

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

Narrative Ways of Worldmaking

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

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

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

Last term, I also offered a seminar on Narrative Ways of Worldmaking, but unfortunately I had, again, to turn down many requests for participation. Since the feedback on this course is very positive (and it's fun to teach!), I'm offering it again. However, please note that there are a few changes, for instance with regard to the novels we will discuss.

This term, we will discuss the following texts:

Ian McEwan, *Machines Like Me* (2019); Kazuo Ishiguro, *Klara and the Sun* (2021).

We will also discuss a few political speeches, ways of worldmaking in the new media, and the beginnings of a number of novels ranging from the 18th to the 20th century. Scans of these texts will be made available on Moodle.

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

The Irish in US-American Literature and Culture: Diasporic Perspectives

Priv.-Doz. Dr. Peterfy: Thu, 14.15-15.45, 122

The first Irish immigrants to the United States were indentured servants, and it took them a long time to gain public respect as an ethnic and cultural group in a society dominated by Anglo-Saxon Protestantism. But by the end of the twentieth century the Irish and also Irish Americans have arrived at the center of US-American society. In 2021, for the second time in history, the US has a President who pointedly claims Irish ancestry. Also in literature and in popular culture the Irish and Irish Americans have become recognizable fixtures: sometimes as clichéd stereotypes, sometimes as expressions of diasporic pride, sometimes as romantic fantasies, sometimes with careful realism. Also, there is often a discernible gap between Irish and Irish American interpretations of ethnic and cultural identity in the diaspora.

In this seminar we will look at exemplary texts, films, and other cultural performances, exploring various representations of the Irish in America. Among others, we will look at the transnational success of Dion Boucicault, the 19th-century actor-playwright who performed on both sides of the Atlantic, at cinematic renderings (*The Quiet Man*), TV-series (e.g. *Shameless*), but also poetry (Paul Muldoon) short stories (Maeve Brennan), and contemporary plays (*Outside Mullingar*).

Please buy and read before the semester starts:

Frank McCourt. *Angela's Ashes*.

Colm Tóibín, *Brooklyn*.

Additional texts will be made available in a Course Reader (to be purchased at the Copy Corner by the beginning of the semester).

Requirements: Regular and active participation, oral presentation. HS: Term Paper; PS III: oral exam.

To register, please write to margit.peterfy@as.uni-heidelberg.de

Colson Whitehead

Prof. Dr. Leypoldt and V. Lopez-Liendo: Tue, 16.00-18.15, 113

This seminar will explore the work of Colson Whitehead, one of the most fascinating recent US novelists. Whitehead has established himself as a versatile stylistic innovator, with each new novel exploring the possibilities of the genre. At the same time, his work addresses such relevant socio-cultural issues as race, consumerism, class, and cultural memory. In this course, we will have a look at four of his best-known works. His debut novel *The Intuitionist* (1999) draws from hard-boiled detective fiction. *Sag Harbor* (2009) is a coming-of-age narrative that explores notions of identity as its African American protagonist spends a summer in the Hamptons. *Zone One* (2011) is a post-apocalyptic zombie novel that shows Whitehead's experimentation with genre fiction elements. His prize-winning *Underground Railroad* (2016), finally, is a lively variation on the recent neo-slave-narrative.

The course will take place on-line, in a condensed timeframe (it will run from 16.00 to 18.15, so we can conclude by Christmas).

Texts: Please buy the following texts:

- Colson Whitehead, *The Intuitionist* (any edition)
- Colson Whitehead, *Sag Harbor* (any edition)
- Colson Whitehead, *Zone One* (any edition)
- Colson Whitehead, *Underground Railroad* (any edition)

All other materials will be provided on a moodle platform.

5 Hauptseminare

Hauptseminare Sprachwissenschaft

Second Language Acquisition: a sociolinguistic perspective

Dr. Salakhyan: Fri, 8.15-9.45, online

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

Linguistic Analysis

Dr. Isermann: Tue, 16.15-17.45, 116

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

Varieties of English in Africa

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

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

Language and Emotion

Dr. Landmann: Mon, 14.15-15.45, 110

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

Colour terms

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

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

New words, new worlds: language change and 19th-century science

Watts: Mon, 29. November bis Sat, 4. Dezember, je 13-18:00 Uhr, Raum: NN

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

Hauptseminare Literaturwissenschaft

Laughing Matters: The Comic Tradition in English Literature

Priv.-Doz. Dr. Hirsch: Thu, 16.15-17.45, P18 (Grabengasse 14-18)

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

Shakespeare: Comedies

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

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

The First Century of US-American Drama

Priv.-Doz. Dr. Peterfy: Thu, 9.15-10.45, NUni P18

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

Narrative Ways of Worldmaking

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

This course is also listed as "Proseminar III Literaturwissenschaft." Its description can be found on page 35.

The Irish in US-American Literature and Culture: Diasporic Perspectives

Priv.-Doz. Dr. Peterfy: Thu, 14.15-15.45, 110

This course is also listed as "Proseminar III Literaturwissenschaft." Its description can be found on page 35.

Colson Whitehead

Prof. Dr. Leypoldt: Tue, 16.00-18.15, online

This course is also listed as "Proseminar III Literaturwissenschaft." Its description can be found on page 36.

Theories of American Studies

Priv.-Doz. Dr. Löffler: Thu, 9.15-10.45, 116

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

6 Kolloquien

Kolloquien Sprachwissenschaft

Colloquium

Dr. Isermann: Mon, 18.15-19.00, 112

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

Colloquium

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

This colloquium intends to assist students in the final semesters of their BA or MA studies both with their final oral exams (choosing a suitable topic, drawing up a literature list, revising basic linguistic knowledge, getting acquainted with potential exam questions etc.) and with their BA or MA theses (coming up with a suitable research question and data base, developing a thesis outline etc.).

Registration is not necessary if you are already registered with me for either an oral exam in the following semester or for a BA or MA thesis. Otherwise, please register by email: Nadja.Nesselhauf@urz.uni-heidelberg.de.

Colloquium for exam candidates

Priv.-Doz. Dr. Mollin: Wed, 9.15-10.45, 113

Exam candidates for state examination (GymPO) as well as M.Ed. degrees are invited to join the colloquium, in which we will revise key topics in English linguistics and discuss exam formalities and study strategies. All participants are expected to come to sessions prepared and to give a presentation summarising one topic.

To register, please send an e-mail.

Kolloquien Literaturwissenschaft

Recent Trends in US Literary and Cultural Theory

Prof. Dr. Leypoldt: Thu, 16.15-17.15, HCA

This colloquium is intended for aspiring post-graduate and doctoral students and will serve as a forum for presenting and discussing research projects and debating project-related problems of literary and cultural theory.

Texts: The list of readings will be announced in the first session.

Kolloquium

Prof. Dr. Schnierer: Mon, 14.15-15.45, 122

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.

7 Oberseminare

Oberseminar

Prof. Dr. Schnierer: Mon, 18.15-19.45, 108

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

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

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

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

Please register personally with me during my office hours.

8 Fachdidaktik

Fachdidaktik im BA

Didactics in Practice—Tutoring Pupils under Didactic Guidance

Priv.-Doz. Dr. Frank: Information on time and place will follow soon on “Aktuelles,” Raum: n.n.

This seminar is going to make a difference. You will get hands-on teaching experience and do something meaningful at the same time. Instead of weekly meetings in the (virtual) classroom, you will be assigned to a pupil in the sixth grade who needs your help in catching up on their English skills after the long periods of home schooling. We will realise this project with one or two partner schools, both of which are easily accessible via tram or bike (one of them is situated in Rohrbach). The tutoring will start on the 10th of November and take place one hour per week on Wednesday at 13:30 at the school. (There will probably be other options with regard to the time; these will be announced later.)

To help you in your job and to maximise your didactic benefit, we will start with a basic introduction in three sessions at the beginning of term, which will prepare you for your task with didactic guidelines and concrete teaching material. These sessions will take place online; the time will be announced. Once you have started tutoring, there will be regular (though not weekly) online sessions, in which you can reflect on and discuss your progress, swap material and get advice. At the end of the semester, you will be expected to hand in a brief written reflection of your teaching experience in the form of a questionnaire.

Please register by writing to: Kerstin.Frank@as.uni-heidelberg.de

Einführung in die Fremdsprachendidaktik

Dr. Koeppel: Mon, 13.15-14.00, Plöck 55 HS 010, LSF#00947050026

Vorlesung am Institut für Deutsch als Fremdsprachenphilologie, [Details siehe LSF](#).

Einführung Deutsch als Zweitsprache: bildungswissenschaftlich, erwerbstheoretisch, förderdidaktisch

Prof. Dr. Pagonis: Mon, 9.15-10.45, Plöck 55 HS 010 oder online, LSF#349488

Vorlesung am Institut für Deutsch als Fremdsprachenphilologie, [Details siehe LSF](#).

Vorlesung am Institut für Deutsch als Fremdsprachenphilologie.

Cognitive L2 Pedagogy

Dr. Bondarenko: synchronous and digital (via zoom), more details tba.

Cognitive L2 Pedagogy is an influential trend within L2 Education that aims at building, questioning and adjusting L2 teaching methods and practice from the perspective of our understanding of cognitive mechanism of L2 acquisition as well as on our knowledge of cognitive architecture, working memory, cognitive load, interface between declarative and procedural mechanisms of memory, inhibition, etc. Since the 1960s, the cognitive science has been evolved, and today the Cognitive L2 pedagogy has been inspired by data from neurocognitive studies and neurolinguistics. Different (sometimes conflicting sometime complementing) models of L2 acquisition mechanism have been proposed.

Within the course, the students will explore the basic notions of L2 Pedagogy, including input, output and noticing hypothesis, awareness and working memory, task repetition, spiral curricula design, explicit vs. implicit teaching, etc. They will also examine, from the neuro(cognitive) perspective, existing L2 teaching methods and trends, such as communicative approach, Natural Language Learning, task-based pedagogy, traditional PPP (Presentation-Practice-Production), authenticity, the usage of students' mother tongue, etc.

- Ellis, R. (2003). Designing a task-based syllabus, *RELC Journal*, 34(1), 64-83.
- Germain, C. (2017) *The Neurolinguistic Approach (NLA) for Learning and Teaching Foreign Languages: Theory and Practice*. Cambridge: Cambridge Scholars Publishing.
- Gullberg M., Indefrey P., (Eds) (2006). *The Cognitive Neuroscience of Second Language Acquisition*, Malden, MA: Blackwell Pub.
- Paradis, M. *Declarative and Procedural Determinants of Second Languages*, Amsterdam/Philadelphia, John Benjamins, 2009.
- Roberts, R. & R. Kreuz. (2015). *Becoming fluent: how cognitive science can help adults learn a foreign language*. Cambridge, Massachusetts: The MIT Press.
- Skehan, P. (1998). *A cognitive approach to language learning*. Oxford: Oxford University Press.
- Schumann, J. H., Crowell, S.E., Jones, N.F., Lee, L. & S.A. Schuchert. (2004) *The Neurobiology of Learning: Perspectives From Second Language. *Routledge.
- Sharwood Smith, M. (2017). *Introducing Language and Cognition: A Map of the Mind*. Cambridge: Cambridge University Press.
- Schmidt, R. (1995). Consciousness and foreign language learning: A tutorial on the role of attention and awareness in learning. In R. Schmidt (Ed.), *Attention and awareness in foreign language learning* (pp. 1-63). Honolulu: University of Hawai.
- Schwieter, J. (2019). *The handbook of the neuroscience of multilingualism*. Hoboken, NJ: John Wiley & Sons.
- Swain, M. (2000). The output hypothesis and beyond: Mediating acquisition through collaborative dialogue. In J.P. Lantolf (Ed.). *Sociocultural theory and second language learning* (pp. 97-114). Oxford: Oxford University Press.
- Touth, P.D., & Davin, K.J. (2016). The Sociocognitive Imperative of L2 Pedagogy, *The Modern Language Journal*, 100, 148-168.
- Ullman, M.T. (2001) A neurocognitive perspective on language: The declarative/procedural model. *Nature Reviews Neuroscience* 2, 717-726.
- Ullman, M.T. (2015) The Declarative/Procedural Model: A Neurobiological Model of Language Learning, Knowledge, and Use, In G. Hickok and S.L. Small (eds). *Neurobiology of Language* (pp. 953-968). Academic Press: Isevier.
- Dieser Kurs wird vom DAAD im Rahmen des Projekts „Mobil sein in der internationalen Lehrerbildung“, das zur Förderlinie „Internationalisierung der Lehramtsausbildung“ des BMBF gehört, finanziert.

Fachdidaktik 1 im M.Ed.

Teaching and assessing written skills

Prof. Dr. Vogt: Blockseminar 21.2.-23.2., jeweils 9-17 Uhr; 24.2. 9-13 Uhr, Raum: n.n.

Written skills have always been important both in teaching and assessment practices. The purpose of the course is to give you further insights into the broad field of written skills, how to teach them in an integrated way and how to assess them. We will look into current models of communicative competence and reading and writing and will look into constructs, principles and methods of assessing them. Part of the course materials will be from the hands-on, award-winning online course from the TALE (Teachers' Assessment Literacy Enhancement) project. The course will be fully online and course materials will be provided online as well.

Please register by email to vogt@ph-heidelberg.de.

Telecollaboration—Foreign Language Learning through International Encounters

Prof. Dr. Müller-Hartmann: Tue, 16.00-18.00, INF 561: A 236 (PH)

This is going to be an exciting class, working together with students from another university on task design for the foreign language classroom. The class will focus on using e-learning media to develop your discourse and intercultural communicative skills. The seminar will be organized in two phases. During the first phase (October until Christmas) we will communicate with EFL M.A. student teachers from Poland via computer-mediated communication, using a learning platform and social media. The aim is to develop competence in designing tasks that help integrate new technology into the foreign language classroom and that help learners develop foreign language competence through computer-mediated tasks.

In a second phase after Christmas, we will reflect on our experiences and its implications for setting up and organizing international learning networks in the EFL classroom.

Please note: It is absolutely mandatory that participants come to the first session (Tuesday Oct. 12th) since we will need to start right away and match you with your partners.

Requirements: Regular attendance, active participation in and successful completion of joint project. For those who need a grade for this class you will have to write a portfolio.

Since the number of participants is restricted due to the number of our partners, please sign up asap and then send in your task (see below) to: Andreas.Mueller-Hartmann@ph-heidelberg.de.

Task: Please, do the three following things:

1. What are your expectations for this course?
2. Which competences do you think a teacher needs to be able to do a telecollaborative project? Give reasons.
3. Make a list of dos and don'ts for an e-mail project in a 9th grade class and give reasons for your choices.

Please send in your task via e-mail at the latest by September 30th, 2021 (Andreas.Mueller-Hartmann@ph-heidelberg.de).

Is Di\$ney safe for kids? Teaching Popular Culture in the United States

Prof. Dr. Müller-Hartmann: Thu, 16.00-18.00, INF 561: A 125 (PH)

In contrast to the traditional concept of "Landeskunde," which implied the study of official figures and institutions, and which cultivates the idea of a holistic culture in a self-affirmative and often ethnocentric way, teaching Cultural Studies involves learning to see the target culture as a complex and diverse entity. This involves focusing on everyday aspects of the culture in question such as popular culture. Cultural Studies pursues an interdisciplinary approach that allows the development of a critical stance in order to confront cultural stereotypes. At the same time teaching Cultural Studies is a communicative process that aims at questioning the students' own stereotypes, thus, hopefully facilitating intercultural learning.

"Why are you so critical? Wasn't anything fun?"

This comment by a listener confronting a conference panel on Disney World, highlights the difficulty of dealing with popular culture in the English language classroom.

By using the Walt Disney Company and its various products—from animated cartoons through comic books to theme parks—as a magnifying glass to look at the U.S.A., we will try to get a better understanding—of how American history and myth interrelate—of the role of women and ethnic groups in American society—of America's relationship to the rest of the world

A bibliography and a course plan will be provided in the first session.

Taking part in the class will involve the watching of 2-3 movies in addition to regular class time. Task: Please, write a comment about your own experience with Disney products. Which films, cartoons have you watched, which comics read, which products bought? Did you like what you have seen or read? Why/Why not? Make a suggestion for one of those products as to what you would do with it in the English language classroom.

How to sign up for this class: Students wishing to participate in this class must sign up using stud.ip. Once your name appears on the attendance list, you need to start working on your preliminary task (see above) and hand it in by September 30th, 2021.

Bilingualism and Bilingual Education

Prof. Dr. Rymarczyk: Thu, 10.00-12.00, Altbau PH

In this class we will scrutinize whether we live in a society which has embraced bilingualism or is still coined by a monolingual perspective, the so-called monolingual habitus. In order to analyse our surroundings in a well-informed way, we will first investigate bilingualism at the individual and at the societal level: How can a person/a society become bilingual, what does it mean to be or to become bilingual?

Various topics like the speech of bilinguals with phenomena such as interference and code-switching, political decisions like language choice, language maintenance and shift, and also bilingual educational programmes are not only going to be discussed but related to language learner biographies.

It is your task to bring a language learner biography to class to introduce a successful migrant story. By analysing the biographies we are going to investigate whether there is some kind of best practice. Are there any characteristics of successful integration into a new country that refer to bi- or multilingualism? Are there any strategies one could recommend to other people arriving as new immigrants? And especially important: What is the role of our educational system (second and foreign language teaching) in supporting successful integration?

Successful participation in this seminar will be based on active participation in class and especially on the sharing and analysis of one's migrant story, i.e. language learner biography. Our set course book will be: Baker, Colin (2011, 5th edn.). Foundations of Bilingualism and Bilingual Education. Clevedon: Multilingual Matters.

Very important:

- Active participation in class is going to depend on your reading of the set course book. Preliminary reading of the weekly reading assignments is mandatory. You have to apply for this course via [StudIP](#).
- Students who cannot attend the first seminar session **MUST** inform the lecturer that they still intend to participate in the seminar. Without this information, they forfeit their right to take part in the course, and their name will be deleted from the course list on StudIP in week two. In addition, admission to the seminar will be closed after the second session, with no way to join the seminar thereafter.

Didactics & Methodology 1

Mußmann: Mon, 11.15-12.45, 115

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

This serves as an immediate preparation for students' internships/"Referendariat" and later job as a teacher

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

Requirements: regular attendance, active participation & term paper

Fachdidaktik 2 im M.Ed.

Teaching EFL through tasks

Prof. Dr. Müller-Hartmann: Tue, 14.00-16.00, INF 561: A 125 (PH)

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

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

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

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

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

Task: Please copy the storybook "The Gruffalo" (You find it in Frau Holweck's office A115 or buy a copy) and develop 7-10 tasks for teaching the story. Please send your tasks to my e-mail account (Andreas.Mueller-Hartmann@ph-heidelberg.de).

Dealing with CULTURE through TEXT and FILM—furthering the intercultural communicative competence of learners at school

Mußmann: Mon, 9.15-10.45, 115

The intercultural communicative competence is one of the key elements in foreign language education today.

Therefore, the goal of this course is the acquisition/ enhancement of teaching strategies promoting students' understanding of culture and their speaking competence. This serves as an immediate preparation for your "Referendariat" and later jobs as teachers.

Considering methodological and didactic research, we're going to pursue a practice-oriented approach and apply theoretical concepts to teaching various movies (e.g. *Crash & Gran Torino*) and texts. Depending on the setting, digital tools will be employed and evaluated.

Reading (by November 15): Tom Franklin: *Crooked Letter, Crooked Letter* (Schoeningh edition)

Requirements: regular attendance, active participation & term paper

Registration: via email (Susanne.Mussmann@seminar-heidelberg.de)

Working with literature at school—how to deal with humour in English literature

Wesch: Mon, 11.15-12.45, 114

Dieser Kurs ist Teil einer Kooperation („Verschränkungsmodul“) mit dem Hauptseminar von Priv.-Doz. Dr. Hirsch („Laughing Matters: The Comic Tradition in English Literature“, siehe Seite 33). Daher ist es sinnvoll und empfehlenswert, diesen Fachdidaktik II-Kurs parallel zu dem entsprechenden Hauptseminar zu belegen.

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

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

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

Oscar Wilde, *The Importance of Being Earnest*

William Shakespeare, *A Midsummer Night's Dream*

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

Anmeldung: per E-Mail an mich

Fachdidaktik 3 im M.Ed.

Fachdidaktik III (M.Ed.)

Wesch: Tue, 9.30-16.00, online

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

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

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

Für beide Blocksitzungen findet die Anmeldung im Sommersemester über SignUp statt.

Eine Anmeldung über SignUp ist im Wintersemester nicht möglich.

Studierende, die im kommenden Herbst ihren Praxissemester beginnen und sich *noch nicht für Fachdidaktik 3 angemeldet* haben, sollten sich umgehend bei Frau Silke Wesch per Mail melden.

9 Sprachpraxis

Pronunciation Practice AE

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

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

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

S. Isaak	Tue, 14.00-14.45, online
J. Elwer	Mon, 16.00-16.45, 122
J. Elwer	Mon, 17.00-17.45, 122
S. Isaak	Tue, 15.00-15.45, online
J. Elwer	Wed, 16.00-16.45, 122
J. Elwer	Wed, 17.00-17.45, 122

Pronunciation Practice BE

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

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

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

A. Mau	Tue, 11.00-11.45, 115
A. Mau	Tue, 12.00-12.45, 115
A. Mau	Tue, 13.15-14.00, 122
A. Mau	Tue, 14.15-15.00, 115
A. Mau	Tue, 15.15-16.00, 115

A. Mau

Tue, 16.15-17.00, 110

English in Use

Style and Meaning

Henn: Tue, 11.15-12.45, 112

This course helps you get your meaning across in stylistically appropriate written English. You will be looking at and producing a range of genres including business emails, job application letters, and signs and notices of various kinds.

The course is intended for students doing English Studies / Anglistik as 25% of their BA.

Archetype, Stereotype, Cliché: Characterization and Descriptive Writing

Burlingame-Goff: Tue, 14.15-15.45, 108

In this course we will be focussing on descriptive writing, particularly on characterization. Each week we will look at a specific literary/cinematic stereotype and discuss the tension between the need for immediate recognition and layered, original character development.

Towards Intercultural Competence: Destinations, Paths and Course Correction

Gunkel: Thu, 18.15-19.45, 112

It has become clear that the culture with which we identify ourselves affects how we perceive the world. However, this insight alone does not guarantee intercultural communicative competence.

This course offers an introduction to the many attempts to define the skills that make one an effective and competent intercultural communicator. In this context, we will address the current concept of "intercultural mediation" and discuss intercultural competence as the ability to act as your own intercultural mediator.

By the end of this course, you will be familiar with intercultural communication competence skills which have broad applicability across cultures.

Assessment: one 10-minute presentation on a topic to be selected within the first two weeks of class.

Vocabulary and Idiom

O'Brien: Thu, 9.15-10.45, 122

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

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

Texts: A good English dictionary—preferably a learner's dictionary.

Successful Communication Across Cultures

Gunkel: Thu, 16.15-17.45, 114

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

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

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

Assessment: one 10-minute presentation on a topic to be selected within the first two weeks of class.

Tense and Aspect

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

K. Pfister	Tue, 9.15-10.45, 110
K. Pfister	Tue, 11.15-12.45, 110
K. Henn	Tue, 14.30-16.00, 122
K. Henn	Tue, 16.30-18.00, 108
K. Pfister	Thu, 9.15-10.45, 110
K. Pfister	Thu, 11.15-12.45, 110
K. Henn	Wed, 16.15-17.45, 108
D. O'Brien	Fri, 9.15-10.45, 122
D. O'Brien	Fri, 11.15-12.45, 122

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, 108

C. Burlingame-Goff Wed, 11.15-12.45, 108

Essential Skills for Writing

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

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

D. O'Brien Tue, 9.15-10.45, 122

Dr. Föhr Wed, 9.15-10.45, 110

K. Henn Wed, 11.15-12.45, 122

K. Henn Wed, 14.30-16.00, 108

B. Gaston Thu, 14.15-15.45, 110

Essential Skills for Writing for Repeat Students

Essential Skills for Writing for Repeat Students

Dr. Föhr: Fri, 9.15-10.45, 108

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

The class focuses on paragraph writing as it requires mastery of all of the skills covered in Essential Skills for Writing. It is structured as a series of workshops on various aspects of paragraphing, such as finding a good topic sentence, organizing information logically and making connections between ideas explicit. You will be provided with several paragraphing exercises each week in addition to worksheets covering specific problem areas. We will spend a substantial amount of each class period going over your homework and doing exercises, so it is important that you come to class prepared.

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

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

Essential Skills for Writing for Repeat Students

Dr. Föhr: Fri, 11.15-12.45, 108

Structure and Idiom

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

B. Gaston	Mon, 9.15-10.45, 108
B. Gaston	Mon, 14.15-15.45, 108
B. Gaston	Mon, 16.15-17.45, 108
D. O'Brien	Tue, 11.15-12.45, 122
D. O'Brien	Tue, 16.15-17.45, 122

Structure and Idiom for Repeat Students

Structure and Idiom for Repeat Students

Gaston: Tue, 14.15-15.45, 114

Only students who have failed Structure & Idiom in a previous semester may register for this course. Students in the Repeat Course will be asked to approach the learning materials in a more self-reliant way, especially in analysing and correcting their own translation mistakes. Class work will also consist of error detection & correction exercises using longer, more idiomatic texts than those typically set in the exam, and of a more in-depth look at some topics only dealt with briefly in the first course.

Advanced English in Use

Fables, Fairy Tales and Ballads

Burlingame-Goff/Gaston: Tue, 9.15-10.45, 108

Burlingame-Goff/Gaston: Tue, 11.15-12.45, 108

This course focusses on the analysis and production of descriptive and narrative text types. 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).

Prerequisites: 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.

Grading: Your grades will be based on the writing of a modern fairy tale (50%) and a final exam on ballads (50%).

Academic Essay Writing

Dr. Föhr: Wed, 14.15-15.45, 122

The aim of this course is to help you develop your ability to write convincing academic essays in English. It will focus on argumentation but also 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 assignments offer multiple opportunities to write outlines and drafts, edit the work of classmates, and reflect on the writing process.

If the semester is online, the class will be conducted asynchronously as a series of online discussions in Moodle with weekly reading and writing assignments and the occasional HeiConf session.

If we can meet in person, the class will be structured as a series of workshops. In most class sessions, we will be working with the materials you prepared for homework.

In both cases, regular participation is crucial. If you have limited time during the semester or you dislike doing homework, please take a different class.

Prerequisites: 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.

Literary Translation (E-G)

Gunkel: Thu, 9.15-10.45, 112

Gunkel: Fri, 9.15-10.45, 112

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

Course requirements:

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

Prerequisites: 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.

Texts for Different Readerships

Henn: Thu, 14.30-16.00, 108

The aim of this course is to help you enhance your sensitivity for the appropriate register for a particular readership.

Prerequisites: 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.

You will find this course easier, more enjoyable and more rewarding if you take it after your stay abroad rather than before.

Academic Essay Writing

This course designation is for GymPo Lehramt students only. All other students should register for this course as "Advanced English in Use."

Academic Essay Writing

Dr. Föhr: Wed, 14.15-15.45, 122

This course is also listed as "Advanced English in Use." Its description can be found on page 53.

Exposition and Argumentation

This course designation is for GymPo Lehramt students only. All other students should register for this course as "Advanced English in Use."

Formality and Concision

Henn: Thu, 14.30-16.00, 108

This course is also listed as "Advanced English in Use." Its description can be found on page 54.

Description and Narration

This course designation is for GymPo Lehramt students only. All other students should register for this course as "Advanced English in Use."

Fables, Fairy Tales and Ballads

Burlingame-Goff/Gaston: Tue, 9.15-10.45, 108

This course is also listed as "Advanced English in Use." Its description can be found on page 53.

Fables, Fairy Tales and Ballads

Burlingame-Goff/Gaston: Tue, 11.15-12.45, 108

This course is also listed as "Advanced English in Use." Its description can be found on page ??.

Literary Translation (E-G)

Gunkel: Thu, 9.15-10.45, 112

Gunkel: Fri, 9.15-10.45, 112

These courses are also listed as "Advanced English in Use." Their description can be found on page 54.

10 Ethisch-Philosophisches Grundstudium

Ethisch-philosoph. Grundlagenstudium II

Postcolonial African Literature

Dr. Grundmann: Mon, 16.15-17.45, 115

This course is also listed in these categories: Proseminar II Literaturwissenschaft, Proseminar II Kulturwissenschaft/Landeskunde. Its description can be found on page 24.

Henry James, The Portrait of a Lady (1880/81; 1908)

Dr. Hänßgen: Wed, 11.15-12.45, 116

This course is also listed as "Proseminar II Literaturwissenschaft." Its description can be found on page 25.

Corporate Worlds: Corporations as Governments

Elstermann: Thu, 16.15-17.45, 113

This course is also listed as "Proseminar II Literaturwissenschaft." Its description can be found on page 26.

11 Sonstiges

Creative Writing

Gaston: Thu, 18.15-19.45, 110

After an enforced hiatus, Creative Writing will recommence as an in-person activity if circumstances permit. My plan is to continue in the established manner. For those of you who have never had the chance to experience it, that means that there will be no teaching of creative writing. Instead, your 'work' will consist of writing regularly, at home, and discussing the pieces in small groups in class time. The course is intended for all students who enjoy writing and all types of writing are welcome, from film scripts to poems, from short stories to plays. If possible, the discussions will continue after class in a local hostelry.

Film and Society

Burlingame-Goff: Wed, 18.15-21.30, 108

This semester Film and Society will be providing a general overview of the most influential American movies of the 1980's. The 1980's were a time of crisis and innovation in the United States and the decade produced a number of important films that had a significant influence on cinematic studies. Amongst others, the works of John Carpenter, Ridley Scott, and John Hughes will be dealt with.

As in every semester, in addition to viewing and discussing a film every week, we will be discussing key concepts of film analysis and working on the assumption that art reflects and comments on society.