

KOMMENTIERTE ANKÜNDIGUNGEN ANGLISTIK

Anglistisches Seminar

Wintersemester 2022/23



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 2022/23, 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Please note that the information on lectures on **LSF** may be out of date. 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.

New: Altered registration periods, see “Key Dates and Deadlines” below.

Key Dates and Deadlines

Lecture Period	Oct 18, 2022-Feb 18, 2023
Refreshers' Day	see Aktuelles for details.
Freshers' Day (BA and MA students)	Oct 12, 2022 See Aktuelles for details.
Information meeting for students of the new M.Ed.	Oct 17, 11.00-12.30, see Aktuelles for details.
HSE compact introductory days for new students in the Master of Education (M.Ed.)	tba.
Christmas Break	Dec 22, 2022-Jan 7, 2023
Holiday	Nov 1, 2022
Obligatory online registration period for: —Vorlesungen, —Proseminare I Literaturwiss., —Proseminare I Sprachwiss., —Proseminare I Kulturwiss., —Proseminare II, —Proseminare III Sprachwiss., —Hauptseminare Sprachwiss.	Jul 25-Aug 18, 2022
Schedule adjustment period for Proseminar I & II and Proseminar III/Hauptseminar Sprachwissenschaft	Aug 29-Sep 15, 2022

Schedule adjustment period for all other
courses with online registration Aug 29-Oct 13, 2022

Obligatory online registration Sep 26-Oct 13, 2022 |||||

- Einführung Literaturwiss.,
- Einführung Sprachwiss.,
- Phonetik,
- Pronunciation Practice,
- Tense and Aspect,
- Tense and Aspect Repeat,
- Structure and Idiom,
- Structure and Idiom Repeat,
- Essential Skills,
- Essential Skills Repeat,
- English in Use,
- Advanced English in Use,
- Description and Narration,
- Exposition and Argumentaton.

Schedule adjustment period for Pronunciation
Practice and Tutorials. Oct 17-Oct 20, 2022

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 Fachdidaktik, Proseminare III Literaturwissenschaft, Hauptseminare Literaturwissenschaft, 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 an Online Registration (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 during the registration period (see above for key dates and deadlines and exceptions). In order to keep the number of participants even across courses, you are required to indicate alternatives to your favourite courses. The department is aware that it can be challenging to juggle alternatives in your schedule, but experience has shown that courses with consistently low and even numbers of participants are well worth the trouble.

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

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

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.

Email Communication at the English Department

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

1. Before writing an email, make sure you consult publicly accessible information relating to your query. In particular, we expect you to have consulted the websites of the University and the English Department, including *Aktuelles*, *Personen* and the *Studienführer*. If your query is related to matters of Studienberatung and the sources mentioned above did not provide the required information, please send an email to studium@as.uni-heidelberg.de first.
2. Send your question to only one advisor at a time. Do not email two or more people simultaneously; all this does is multiply the workload.
3. Try to avoid unnecessary mail whenever possible, for example asking whether a lecturer is available during office hours, when these take place, or what room that lecturer's office is in. Some lecturers want you to sign up for their office hours via email or SignUp, others don't—check *Personen* for individual preferences.
4. If you've missed a class and would like to know what you've missed, ask one of your fellow students before contacting your instructor. Do not ask your instructor to email you course materials: these should be picked up during office hours.
5. Make proper use of the subject line by stating clearly the reason for your email. Do not use subjects like "I have a question. . .", "urgent request—immediate response needed" or "Are you responsible for x."
6. Try to be clear and concise. If your question is very elaborate or multifaceted, it makes more sense to meet up with the lecturer/advisor personally during their office hours.
7. Only ask for appointments outside office hours in cases of emergency.
8. General rules of politeness apply:
 - Use an appropriate form of address. In English, you usually can't go wrong with "Dear Prof./Dr./Ms./Mr. . ." In German, use "Sehr geehrte/r . . ." for more formal communication or if you are unsure, and "Liebe/r . . ." otherwise.
 - When you are sending an attachment (e.g. to submit homework or a term paper), include at least a short message in the body text—don't send an empty email. A brief note such as "Please find attached . . ." is sufficient and much more polite than nothing at all.
 - Don't expect constant availability or immediate responses. Different people work on different schedules, but you generally cannot assume that lecturers will check their inbox in the evening or on weekends. Plan accordingly and send your email ahead of time, especially for time-sensitive issues (e.g. for questions regarding presentations or when requesting a reference letter).
9. For reasons of data privacy it is preferable for you to use your University email address (ending in @stud.uni-heidelberg.de). In contrast to allegedly "free" services like gmx, gmail, or t-online, your conversations will not be used for commercial profiling this way.

Übergreifende Kompetenzen & Fachdidaktik

Übergreifende Kompetenzen/Fachdidaktik in the BA

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

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

Freshers' Day (Orientation for New BA Students)

This day-long orientation program (October 12, 2022, 10 am to 6 pm) organized by members of staff and the student council of the English department is designed to help new students get their academic career in English Studies off to a good start. In small group sessions led by advanced students, new students have the opportunity to benefit from expert advice on every aspect of life in the department, from putting together a manageable schedule to finding their way around the building. Faculty and staff cover the programs of study, advising system, study abroad opportunities and services available in the department, and the student council and representatives of different clubs introduce themselves as well. The day concludes with a pizza party where students, staff and faculty can mingle and get to know each other. All new students are strongly urged to attend this event.

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

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

Orientation for New MA Students (English Studies)

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 2022 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

Oct 17, 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.

Update October 6: Deleted seminars Drs. Isermann & Mohr; added Old English; added Queer Movie Night; changed HS Prof. Dr. Landert from HS to HS/PS III

Update September 23, 22: changed Pronunciation Practice AE to "online"

Update August 8, 22: deleted PS Sommer

Update August 2, 22: deleted HS Hirsch

Update July 25, 22: added PS I Cannings

Update July 25, 22: added "Multiple Facets of Culture in Language Education" (Fachdidaktik BA)

Update July 21, 22: changed date/time PS I Peterfy, "Nineteenth-Century US-American Women Writers"

Update July 19, 22: corr. Pronunciation Practice BE, added Fachdidaktik BA

2 Vorlesungen

Vorlesung historische Sprachwissenschaft

Speech Acts in the History of English

Prof. Dr. Landert: Thu, 9.15-10.45, Hörsaal 09, Grabengasse 3-5

How did people pay compliments to each other in Early Modern English? How did they insult each other in Middle English? And how has the way in which we apologise and make requests changed over the last centuries? These are just some of the questions that we will explore in this lecture on speech acts in the history of English.

Before delving into the historical data, the lecture will explore the history of speech act research. We will look at the work of natural language philosophers and the first theoretical models of speech acts by Austin and Searle. We will also take a close look at the range of methods that can be used to study speech acts and explore how these methods have changed over time.

At the end of the course, students will be able to:

- define different types of speech acts
- describe some of the main developments of how such speech acts were used in different periods
- summarise the main developments of speech acts research
- describe the different methods that have been used to study speech acts

Texts: There is no set text book, and any compulsory reading assignments and course materials will be made available on Moodle.

Vorlesung moderne Sprachwissenschaft

British and American English

Priv.-Doz. Dr. Mollin: Wed, 11.15-12.45, Heu II

Divided by a common language? This lecture will discuss how different Standard British English and Standard American English really are, considering phonology, vocabulary, grammar and pragmatics. In addition, it will consider how these differences came about historically, and whether they can be reduced to a simple formula such as 'American English is more conservative' (the colonial lag hypothesis). In addition, the lecture will acknowledge the fact that in both Britain and North America we actually find a far greater variety of Englishes than these two standards, and will compare social and regional variation in both areas. Finally, the lecture will tackle issues of interrelations and relations to other varieties: British speakers' attitudes towards American English and vice versa, the suggested process of Americanisation of British English, and the influence of each variety on other varieties of English.

Vorlesungen Literaturwissenschaft

British and Irish Poetry 1950 to the Present

Prof. Dr. Schnierer: Mon, 9.15-10.45, Neue Uni, Hörsaal 14

This lecture series, the last in a six-term cycle, will cover the period from the end of World War II to the present. I will try to demonstrate the width of contemporary poetic production and the continuing relevance of the lyrical forms, motifs and themes of the literary tradition since the Renaissance. Once again, the focus will be placed on canonical authors as well as "minor" figures, and we will pay particular attention to the lyrics of popular music. Please buy Paul Keegan ed. *The Penguin Book of English Verse* (2004). Other poems will be made available in class on a weekly basis.

American Literary History III: 1945—Contemporary

Priv.-Doz. Dr. Löffler: Fri, 9.15-10.45, HS01

In this lecture course, we will read a broad selection of texts to trace the history of America literature from the 1940s to the very contemporary present. We will read canonical works by authors such as Jack Kerouac, Allen Ginsberg, Toni Morrison, Alice Walker, Philipp Roth, Bret Easton Ellis, Sandra Cisneros, and many more, but we will also look at more recent (and maybe lesser known) writers that have come to define what critics call literature after postmodernism, one of the many terms used to describe the contemporary US literary landscape. At the end of the lecture course, students will know a lot more about twentieth- and twenty-first-century American literature, but they will have also attained a sense of the intricacies involved in writing literary history in coherent and meaningful ways.

Texts: All texts will be contained in a seminar reader

Lecture Series: Work and Leisure

Elstermann: Mon, 18.15-19.45, HS14

For most people in modern societies, work not only takes up many of their waking hours, but also makes up a significant part of their identity. Even beyond individual employment, more abstract concepts such as work ethic and productivity, but also mindfulness and self-optimisation, shape our everyday lives in countless ways. In this lecture series, we want to explore how work and its counterpart, leisure or "free" time, are depicted and discussed in literary texts, and what this might tell us about the social contexts they were written in as well as larger trajectories.

To approach this overarching question, we will discuss a variety of texts and authors from British and American literature. Is work always work? Which jobs are written about, and how? Can we trace the effects of pragmatic and cultural shifts surrounding labour in literature? We will also examine the values associated with work, and with doing nothing, as well as notions of making use of leisure time in literary as well as theoretical texts. From another angle, we will take a look at writing itself and literary production as a profession.

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.

Unlike in recent semesters, we are currently planning this as an in-person lecture. Should restrictions prohibit this at the start of term, the lecture will take place in an alternative format. 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

Introduction to the Study of Culture

Prof. Dr. Nünning and Priv.-Doz. Dr. Peterfy: Wed, 9.15-10.45, HS 14, NUni HS 14

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, 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 mix of lectures (in praesentia), studying on your own (reading chapters of a book, answering questions) and watching videos.

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.

History of Christianity in the United States, 1800-1900

Prof. Dr. Stievernann: Tue, 11.15-12.45, n.n. and Wed, 11.15-12.45, n.n.

This lecture course offers a survey of the history of Christianity in North America from the revolutionary period to the end of the nineteenth century. Always with an eye on the European background, the course will examine the often surprising ways in which the various forms of Christianity that were imported from the Old World developed in different contexts of westward expansion, immigration, revivalism, intercultural contact and conflict. While special attention will be given to the American transformations of Christianity, we will also discuss the fate of indigenous religions, and look at the development of non-Christian immigrant faiths and the birth of new religious movements such as Mormonism, Spiritualism, and New Thought. As we trace the evolution of churches, traditions, beliefs, practices and communities from independence to the closing of the frontier, students will be familiarized with important primary sources and key-concepts for this period of American religious history.

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

Recommended Reading: Edwin Gaustad and Leigh Schmidt. *The Religious History of America* (Harper, 2002)

Sidney E. Ahlstrom. *A Religious History of the American People* (Yale UP, 1972).

3 Einführungsveranstaltungen

Phonetik

Introduction to Phonetics and English Phonology

Priv.-Doz. Dr. Mollin: Mon, 9.15-10.45, Heu II

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

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

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

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

Also recommended for the lecture: Collins, Beverley, Inger M. Mees & Paul Carley. 2019. *Practical English Phonetics and Phonology*. London/New York: Routledge.

Einführung Sprachwissenschaft

Introduction to English Linguistics

Dr. Isermann: Wed, 11.15-12.45, Heuscheuer I

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

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

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

Einführung Literaturwissenschaft

Introduction to Literary Studies

Prof. Dr. Leypoldt: Mon, 11.15-12.45, Heuscheuer II

This course of lectures will serve as an introduction to the study of literatures in English.

Addressing key concepts and critical tools relevant to the analysis and interpretation of literary texts, we will discuss structural aspects of the major genres (drama, prose, poetry), explore the uses of literary and cultural theory, and survey basic categories of literary historiography.

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

Texts: Our main texts are William Shakespeare's *Hamlet* (Arden Edition) and Colson Whitehead *The Underground Railroad* (any edition). Please read them by mid-December. Additional texts will be provided in a reader at the beginning of the term.

4 Proseminare

Proseminar I Sprachwissenschaft

Understanding Language

Dr. Schiffmann: Fri, 14.15-15.45, 108

This is an introduction to language from a cognitive point of view, that is, language seen as a property of the human mind and ultimately the human brain. Even though our point of departure—and return—will be English, we will also look into the phonemes, morphemes, words, sentences and semantics of other languages such as Turkish, Samoan, Basque, and even totally obscure ones, such as German. We will be using the second edition of an excellent book by linguists Daniela Isac and Charles Reiss, *I-Language*, where “I” stands for “internal” and “individual,” reflecting the approach taken in this seminar that regards linguistics as the part of psychology that happens to deal with language. The authors have kindly supplied much extra material that we can use, in addition to much other input, to explore both the scope and the limits of that most marvelous of inventions, human language.

Texts: Daniela Isac & Charles Reiss, *I-Language: An Introduction to Linguistics as Cognitive Science*, 2nd edition, Oxford University Press, Oxford 2013. This book and other material will be made available to participants in an appropriate form.

Morphology and Word Formation

Vogler: block seminar: Fridays und Saturdays on

21./22.10.2022;

9./10.12.2022;

27./28.01.2023;

Time: 9-12 and 14-17, Raum: AS 115

This seminar offers students a first introduction to English morphology. In exploring the way words are composed, students will familiarize themselves with various useful concepts and phenomena. Later in the seminar, students will be able to explore and present a morphological phenomenon of their choosing.

Learning Outcomes: By attending this course students will:

- develop an understanding of English morphology;
- be able to expand and implement their knowledge by writing a seminar paper.

Coursework (pass/fail): All participants will write a graded seminar paper and present a topic of their choosing.

Assessment (graded): All participants have to pass the graded seminar paper.

Texts: There is no set text book and any compulsory reading assignments and course materials will be made available on Moodle.

Discourse Analysis

Dr. Salakhyan: Fri, 9.15-10.45, 114

Discourse Analysis is used in a wide range of meanings. It describes activities at the intersection of various sub-disciplines of linguistics. Discourse analysis is concerned with the analysis of spoken (spontaneous) production data, and written data. Scholars (often) work with transcribed data in order to make generalizations about 'real' uses of the language.

The objective of the course is (i) to introduce the field, and get familiar with such concepts as speaker and hearer, context and text, coherence and cohesion, and (ii) to apply the concepts learned to the analysis of naturally occurring data. We will elicit data from the native and non-native users/learners of English, and examine how speakers and writers construct cohesive and coherent discourse, and hearers and readers arrive at interpretations. The course will include presentations, and group work.

Course objectives: At the end of the course participants will be able to:

1. give an account of the basic terms used in discourse analysis
2. analyze written and spoken text from a discourse analysis perspective
3. ask a research question
4. elicit data to answer the question asked

Texts:

- Blakemore, D. (1992). *Understanding Utterances*. Oxford: Blackwell
- Brown, G. & Yule, G. (1983). *Discourse Analysis*. Cambridge: Cambridge University Press.
- Hickmann, M. (2003). *Children's discourse: Person, space, and time across languages*. Cambridge: Cambridge University Press.
- Sperber, D., Wilson, D. (1986). *Relevance: Communication and Cognition*. Cambridge, MA: Harvard University Press.

Language Myths

Dr. Michael Pleyer: Blockseminar: Fri, 28.10.2022 14:15-15:45; Fri, 02.12.2022 10:00-17:00; Sat, 03.12.2022 10-15:30; Fri, 03.2.2023 10-17:00; Sat, 04.02.2023 10-15:30. Room 115.

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

In this course, we will critically examine a broad range of commonly held beliefs about language and how it works, and about the people who use language. Among other things, we will investigate questions on the relation of language and gender, such as whether women really talk more than men. We will also look into questions about the nature of language use and language learning, such as whether there really are languages that are 'easier' and 'harder' to learn, whether it is 'confusing' or 'harmful' for children to grow up with more than one language (Spoiler alert: it isn't), or whether some dialects 'use wrong grammar' (Spoiler alert: they don't).

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

- identify common language myths and evaluate the role they play in society and across time
- critically reflect on and assess common beliefs about language
- begin to understand the principles of academic and scientific inquiry

- assess the connections between language and social phenomena
- read and evaluate media and media content from an ethical perspective
- identify various approaches to language study, ranging from the traditional to the qualitative and quantitative approaches characteristic of the humanities and social sciences and approaches used in the cognitive sciences

A portion of our class time will be dedicated to developing a project in which students empirically test a language myth of their choice.

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

English Syntax

Dr. Schiffmann: Fri, 16.15-17.45, 108

This seminar will give you a solid introduction to both English syntax and a currently very prominent form of linguistic theorizing, Noam Chomsky's so-called minimalist program (you're wondering what that could possibly be? Come to the course!). We will be using both the textbook mentioned below and much other material designed to help us understand the intricacies of the syntax—and semantics, insofar it depends on syntax—of English. One focus will be on the huge syntactic variation that is to be expected in a language that has 1.5 billion speakers all over the world.

Texts: Elspeth Edelstein, *English Syntax. A Minimalist Account of Structure and Variation*, Edinburgh University Press, Edinburgh 2020. This book and other material will be made available to participants in an appropriate form.

Morphology and Word Formation

Agustín Lana: Thu, 14.15-15.45, 110

Morphology is concerned with the internal structure of words and how these are formed. For instance, some parts of words, such as *un-* in *unhappy*, cannot be used independently, while others can stand on their own, like the word *happy*. These are some of the issues that morphology addresses. In this seminar, we will be looking at how this discipline interacts with other branches of linguistics, including phonetics, semantics and syntax. We will also be focusing on different morphological operations, such as inflection, derivation and compounding. We will be looking more specifically at word-formation processes in Present-day English that have resulted in the creation of neologisms, initialisms and acronyms. Finally, we will be learning about a range of theoretical approaches to morphology and how they can help us interpret and classify unfamiliar sets of data. This will allow you to be able to observe, describe and analyze patterns in word formation processes found in different languages. **Texts:** Students should get their own copy of the following textbook by the beginning of the semester: Schmid, Hans-Jörg. 2016. *English morphology and word-formation*. Third Edition. Erich Schmidt Verlag.

Pragmatics

Sango: Wed, 14.15-15.45, 108

Pragmatics studies language use in context and speakers' intentions when they make use of language. For example, 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? This course, as such, will focus on these kinds of pragmatic phenomena and the differences and similarities in their form and function in different contexts. The aim is to give participants firsthand access to theory and practice in this subfield of linguistics, which includes pragmatic aspects such as speech acts, politeness and face, deixis, implicatures and presuppositions. In the end, participants will be able to differentiate between the various theoretical approaches and apply them to real life data.

Texts: The main course book will be Thomas, Jenny. 1995. *Meaning in Interaction: An Introduction to Pragmatics*. London: Longman. Sections of this book as well as other compulsory readings for each of the session will be made available to participants (in electronic form) in a timely manner.

Introduction to Cognitive Linguistics

Dr. Monika Pleyer: Thu, 14.15-15.45, 122

Let's imagine I'm asking you to name a bird (go ahead, do it now!). Why is it that you'll be more likely to name a robin or a blackbird than an ostrich? And have you ever wondered whether there is a way to better study all these pesky prepositions?

Cognitive linguistics has the answer to these and many more questions. In cognitive linguistics, we're interested in what happens in our minds when we use language. That is, we treat language as a cognitive phenomenon along other phenomena such as how we categorise things, how we take perspectives, and how we use metaphor. Cognitive linguists are also interested in how meaning and language use belong together.

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

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

Proseminar II historische Sprachwissenschaft

Old English

Dr. Hänßgen: Wed, 14.15-15.45, 115

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. 2012. *Introduction to Old English*. 3rd. ed. 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.

Texts: Baugh, Albert C. & Thomas Cable (2002). *A History of the English Language*. London and New York: Routledge. [older editions are perfectly acceptable, too]

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

Regional Varieties of English

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

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 investigations.

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: Wed, 16.15-17.45, 122

“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 used, 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 *Artemis Fowl* 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 linguistic im/politeness in context.

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

Corpus Linguistics

Prof. Dr. Landert: Wed, 9.15-10.45, 112

This course will introduce students to working with linguistic corpora. Corpora are electronic text collections that make it possible for researchers to search for and study linguistic features. They come in different forms and sizes, with different tools and types of data. The course will provide a general introduction to what linguistic corpora are and how one can work with them. This will be followed by a detailed engagement with one specific corpus, the British National Corpus. We will engage in hands-on research tasks that will illustrate the many opportunities as well as the pitfalls of working with corpora—and, most importantly, how one can avoid these pitfalls. Students will get to know a range of very different corpora, they will learn how to access such corpora and how to decide which corpus to use for a given research question. All students will engage in a small research task, which they will work on and develop into a term paper after the semester.

At the end of the course, students will be able to:

- define, describe and apply the most central concepts of corpus linguistics
- apply the most common corpus linguistic tools
- work independently with the British National Corpus
- find, access and familiarise themselves independently with various kinds of linguistic corpora
- decide which linguistic corpus is suitable for a given research question
- present the results of corpus-based analysis in a term paper

Note: Students will be expected to bring their laptops to class for practical work with corpora.

Texts: There is no set text book, and all compulsory reading assignments will be made available on Moodle.

Proseminar I Literaturwissenschaft

Samuel Beckett's Dramatic Works

Elwer & Hesse: Thu, 16.15-17.45, 113

The Irish author and Nobel Prize winner Samuel Beckett wrote a plethora of plays during the end of modernism and the beginning of post-modernism. His dramatic works include classics such as *Waiting for Godot* and straddle the aesthetical conventions of both eras. While his works are deceptively easy to read on a merely textual level, their enigmatic subtext makes them notoriously tricky to interpret. In this seminar, beginning with *Waiting for Godot*, we will follow the trajectory of Beckett's dramatic works throughout his career, investigating questions of language, existence, and identity, among other topics. Moreover, we will contextualize the importance and influence of Beckett on (contemporary) drama and discuss his relevance for contemporary literature in general. The difficulty of Beckett's plays demands a flexible schedule to explore them in depth. You should be prepared to read and reread many of Beckett's one act plays. It is recommended you obtain a copy of the complete dramatic works of Samuel Beckett and come to class ready to participate actively. For a study of Beckett, both philosophical questions and question of aesthetics are integral; those texts will be provided by us and explored in plenary discussions. Furthermore, to obtain credits for this course, you will be expected to give a presentation and write a short term paper.

Text: Samuel Beckett: *The Complete Dramatic Works* (Faber and Faber).

Shakespeare's Female Protagonists

Elstermann: Thu, 16.15-17.45, 112

In this course, we will study three of Shakespeare's plays where young women take a central role: *Romeo and Juliet*, *Cymbeline*, and *The Tempest*. All three feature female characters who, to varying degrees and with very different outcomes, need to navigate adverse conditions, first love, and complicated fathers; and all of these characters are depicted as intelligent and capable of agency and action.

While Juliet, Imogen, and Miranda will be our focus, we will discuss all three plays in full, including character dynamics, language, themes, and possible interpretations. This course will also provide an introduction to Elizabethan theatre, performance conditions, historical contexts, other plays by Shakespeare, and the elements of drama study in general.

Texts: Please read the following plays before the start of term (preferably in a critical edition with annotations): *Romeo and Juliet*, *Cymbeline*, *The Tempest*. The Arden Shakespeare editions are recommended, but not required. Additionally to (not in lieu of) reading the plays, you might also want to watch one or more of them—feel free to consult the library's DVD collection.

Introduction to English Romantic Poetry

Dr. Hertel: Thu, 11.15-12.45, 112

This course is designed to introduce the literary period of English Romanticism. In the course of the semester we will be looking at the work of writers 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: You can purchase the "reader" with all the texts in "Copy Corner" (Merianstrasse) by the beginning of October.

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* (New York, 1992); Duncan Wu (ed.), *A Companion to Romanticism* (Oxford, 1988).

Introduction to the Study of Fiction: The Victorian Bildungsroman

Gillé: Wed, 11.15-12.45, 114

The literature of the Victorian era (1837-1901) captivates readers even today: classic novels like the works of Charles Dickens, George Eliot and the Brontë sisters are still taught in schools and in universities, but they have also entered the popular imagination via TV and movie adaptations. To understand this ongoing appeal, it is worth engaging more closely with the original novels.

One of the most prominent Victorian forms of the novel is the Bildungsroman, or the novel of education or development—these novels follow the protagonist on their journey from childhood to maturity, as they overcome various challenges, go through a process of personal growth, and finally find their place in society.

In this course, we will have a closer look at the Victorian Bildungsroman as a genre and focus on two specific texts, namely *Great Expectations* by Charles Dickens (1861) and Charlotte Brontë's *Jane Eyre* (1847). We are going to analyse different elements of these novels, e.g. the different narrative strategies that are employed, but this proseminar will also shed some light on the historical and cultural context necessary to understand these works.

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

Texts: Please purchase and read both novels (*Great Expectations* and *Jane Eyre*) before the start of term.

Introduction to Unreliable Narrators of the Late Twentieth Century

Cannings: Mon, 14.15-15.45, 114

Many successful British novels of the last 50 years have employed an unreliable narrator to great effect. This type of narrator has been much analysed in literary criticism, but its definition has evolved and even broadened as new novels have been taken into consideration. This course will provide an opportunity to study the concept of the unreliable narrator by first looking at an early example in a short story by Edgar Allan Poe, as well as the seminal article on unreliable narration by Ansgar Nünning. Secondly, we will look in-depth at two novels that employ unreliable narrators written in the late twentieth century.

Participants in this course will learn how to interpret complex texts and deal with different categories of textual analysis, as well as learn how to write a term paper and carry out academic research, building on the Introduction to the Study of Literature course. Additionally, through close engagement in reading the texts, participants should be able to identify the typical textual clues that point to a narrator's unreliability by the end of the course

Texts: Edgar Allan Poe, "The Tell-tale Heart" (1843) Ansgar Nünning, "But why will you say that I am mad?" *On the Theory, History, and Signals of Unreliable Narration in British Fiction* (1997) Kazuo Ishiguro, *The Remains of the Day* (1984) Iain Pears, *An Instance of the Fingerpost* (1997) The Poe short story is easily found online, and the article by Ansgar Nünning is available for free through HEIDI

The Family in 19th—21st Century Novels

Rassau: Thu, 14.15-15.45, 113

Over the last centuries, family life has drastically changed. The traditional two-parent family is no longer the norm; there is a rise in the number of divorces, patchwork families and families with same-sex parents. And yet, there is a striking invariability in literary depictions of families in novels from the 19th to the 21st century. The family provides the starting point from which the protagonists proceed to experience various adventures and the end point to which they return.

Leaving one's childhood experiences behind in order to find one's 'true' (or ideal) family is a constant in the texts we will study in this seminar. We will explore depictions of families in different literary and historical contexts in four popular novels as well as a number of shorter texts that will be covered in oral presentations, so please be prepared to do some preparatory reading for each class. We will also address the question of individuation that is closely interconnected with family life and the interrelation of narration and character portrayal.

Texts: Please purchase and read at least the first two of the following texts before the start of the term (any edition will do):

- Jane Austen, *Mansfield Park*
- Charlotte Brontë, *Jane Eyre*
- Joanne K. Rowling, *Harry Potter and the Philosopher's Stone*
- Neil Gaiman, *Coraline*

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

Link: Wed, 11.15-12.45, 113

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

The three chosen novels will grant a glimpse into the literary traditions and sociocultural backgrounds of the 19th, 20th, and 21st century and provide an insight into their respective understandings of identity. Charles Dickens' novel *Oliver Twist* (1839) serves as a starting point through which we can learn about Victorian values and the importance of identity. Virginia Woolf's *Orlando* (1928) acts as an example for the 20th century: a century of profound transformation. The literary production of this time reflects technological advancement, the rise of feminism, and two world wars. The 21st century most famously raises nuanced questions about race, gender, immigration, and national identity. Here, Andrea Levy's book functions as a transition into the 21st century through which we can explore contemporary issues regarding identity.

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

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

Nineteenth-Century US-American Women Writers

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

Nowadays, no one questions a woman's right to speak in public, or to publish books under her own name. This is, however, quite a recent development. The change came about during the 19th century, when women in Europe, the USA, and other parts of the world started to demand equal rights and equal freedoms—that is, the same rights and freedoms as those of men. While there have always been women who wrote literature, it was only in the 19th century that the professionalization of female authorship came about and women (at least sometimes) actually succeeded in making a living from the sales of their books. Beside these widely read writers, we will also look at some who were not quite as popular during their life-times, but are highly esteemed today, for example Margaret Fuller and Emily Dickinson.

Requirements: Regular attendance, active participation, discussion teaser, and research paper.

Texts: In preparation for this seminar, please read: Fanny Fern (Sara Payson Willis), *Ruth Hall* (1854) in any edition. A Course Reader with further texts will be available by the beginning of the semester, on sale at the Copy Corner.

Introduction to the Literature of the Beat Generation

Faust: Fri, 11.15-12.45, 110

"I saw the best minds of my generation destroyed by madness, starving hysterical naked"

This course is an introduction to the writings of the Beat Generation, a group of writers who fundamentally shaped the landscape of American literature after the Second World War, challenging the status quo of literature in radical ways while maintaining ties with avant-garde modernism. After causing a public uproar against the hipster youth culture they represented in the late 1950s, they became widely recognized authors and icons of the 1960s' countercultures. Although their position oscillated between highbrow and popular literature, they have become staples of the American literary canon.

Apart from the Beat Generation's seminal works—Allen Ginsberg's poem "Howl," Jack Kerouac's *On the Road*, and William Burroughs' *Naked Lunch*—we will also discuss the poetry and prose of more marginal figures, such as John Clellon Holmes' *Go* and his essay "This is the Beat Generation," Norman Mailer's

essay "The White Negro," the poetry of Gary Snyder, Philipp Whalen, Amiri Baraka/LeRoi Jones and the Black Mountain Poets. All of these shared broad political interests or tendencies, an enthusiasm for literary spontaneity and oral form, which culminated in the San Francisco Poetry Renaissance of the late 1950s.

In these works, we will focus on literary techniques and the religious and philosophical tenets behind them, as well as political views and ways of self-promotion and -mythologization. At the heart of this course, we will try to highlight what defined the Beat Generation as a literary movement, how they were shaped by their times and how they came to shape them in turn.

Texts: William S. Burroughs: *Naked Lunch*. New York: Grove Press, 1959.

John Clellon Holmes: *Go. Mamaroneck*. NY: Appel, 1977.

Jack Kerouac: *On the Road*. New York: Penguin Modern Classics, 2011.

Individual Poems and Essays will be provided via Moodle.

Sam Shepard's Family Trilogy

Dr. Hänßgen: Fri, 11.15-12.45, 116

Sam Shepard (1943-2017) was a prolific American playwright who came to fame with his 1978 play *Buried Child*. He was also a writer of fiction and scripts for films and an established actor and director.

In this course, we will examine the plays of his so-called "Family Trilogy": *Curse of the Starving Class*, *Buried Child* and *True West* (1978-80). We will focus on elements of dramatic technique but also on the contexts of the plays. We will also be working with film versions of the plays.

Shepard has been called "Samuel Beckett as Marlboro Man" (J. Adamian); dark comedy, absurd and surreal elements, inner and outer fragmentation and the quest for identity are hallmarks of his work. Shepard's typical locale is the mythical American West, an element of the American Dream he debunks. His disrupted and violent families also contrast with the ideal of the family as a safe place and a mirror of a functioning society.

Texts: Please purchase this edition and read our three plays before the beginning of term:

Shepard, Sam. *Seven Plays: Buried Child, Curse of the Starving Class, The Tooth of Crime, La Turista, Tongues, Savage Love, True West*. Introd. Richard Gilman. 1981. New York: Dial Press, 2005.

The Postcolonial Novel

Lench: Thu, 14.15-15.45, 115

The colonial project left innumerable scars on much of the world, subjugating and exploiting nations and cultures in the name of the betterment of European nations. This project did not end with the dissolution of European Empires, but rather lingered in the form of collective trauma, economic and social disparity and ongoing political division and strife. Out of these conditions has come a diverse array of Anglophone literature from across the colonised world: From tragic tales to irreverent satires, retold myths to anarchic parody, the post-colonial novel takes many forms, as authors write about, and against, the (post)colonial reality.

Throughout this course we will learn about the various forms that the post-colonial novel can take, exploring anglophone writers from across the world as we engage with the key theories and debates that surround the post-colonial era and see how the colonial project echoes into the modern age, and shapes the way that we see the world. Alongside this we will analyse the different literary techniques of these novels and expand your toolkit for textual and cultural analysis that will help you critically engage not just with post-colonial texts, but with literature in general.

Note: The texts that will be studied on this course contain disturbing material, including graphic violence and sexual violence. If you have any questions or concerns regarding this before taking the course, please contact the course co-ordinator beforehand.

Before the beginning of this course, please read the following texts:

Arundhati Roy, *The God of Small Things*

Chinua Achebe, *Things Fall Apart*

Thomas King, *Green Grass, Running Water*

Gender and Queer Theory for Literary Studies

Dr. Assmann: Tue, 9.15-10.45, 110

Among the many theories and approaches prevalent in literary studies, the concept of gender has proven particularly prominent, wide-ranging, and proliferous in the last decades. Also with regard to culture and politics, rather than having entered a post-feminist era, we still see issues of gender and sexuality discussed heatedly today. The concept thus remains highly pertinent for understanding both individual issues of identity and collective questions of power and hegemony as well as their interconnections.

This course offers an introduction to the transdisciplinary field of gender and queer theory with a focus on its influence on and uses for literary analysis. From feminist, women's and men's studies to queer theory, intersectionality, and current debates, we will discuss some of the defining texts that shaped this approach, its concepts and theories, and look into how these informed the methodology and discourses of gender studies over the years. This class is aimed at students of literature; it focuses on how gender theory can be implemented as an approach and brought into dialogue with other, interrelated concepts and methodologies.

The course builds on weekly reading assignments, short presentations, and class discussions. Besides making you acquainted with the basic concepts of gender and queer theory and giving you an idea of the diversity of questions and concerns addressed in this field, this class will provide you with some fundamental skills of reading (even some notoriously difficult) theoretical texts. By the end of the semester, you will hopefully have a good understanding of the potential of the approach as well as a toolkit for your own future explorations of the field as part of your literary studies.

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

Proseminar II Literaturwissenschaft

Romantic Poetry and Politics

Dr. Grundmann: Tue, 14.15-15.45, 114

The Romantic period (ca. 1790-1830) runs parallel to an age of revolutions. The subversive spirit of the war for independence of the American colonies, the abolitionist discourse and the French Revolution, as well as the demographic and economic impact of the Industrial Revolution changed not only the face of England, but also the forms and functions of literature. 'Romantic' did not mean 'sentimental' then, but designated radical beliefs in genius, the supernatural and the equal and unalienable rights of man (and woman), as stated by Thomas Paine and Mary Wollstonecraft. Whereas the subjectivity of the lyrical poem and the Romantics' obsession with nature could be interpreted as anti-political, regressive sentiment (as in the poetry of Keats, Coleridge and Wordsworth), other texts clearly express the democratic and even anarchic impulses of authors such as Shelley, Blake and Byron.

Texts: Reference: Please purchase *Romanticism: An Anthology*, ed. by Duncan Wu. Oxford: Blackwell, 1998. All other texts will be provided in a folder.

'Am not I thy lord?/ Then I must be thy Lady'—Unruly female characters in Shakespeare's *A Midsummer Night's Dream*, *As You Like It* and *Romeo & Juliet*

Dr. Hertel: Thu, 16.15-17.45, 110

A Midsummer Night's Dream and *As You Like It* are counted among the "early" or "romantic comedies," *Romeo and Juliet* has been called Shakespeare's first important tragedy. All three plays focus on different aspects of the ideal of romantic love against a background of moral and social codes and constraints, and there is no clear-cut line between the comic and the tragic. What is more, in each of these plays we encounter female characters that could well be called unruly, in that they transgress the boundaries set for women in Elizabethan society.

We will start the semester off by looking at the historical and theatrical context of Shakespearean drama before delving into a close reading of each play, asking to find the female voice(s).

Texts: Participants are asked to have read the three plays by the beginning of the winter term in the following printed editions (please purchase no other edition, and no digital versions!):

A Midsummer Night's Dream, ed. Peter Holland, Oxford Shakespeare: ISBN 978-0199535866

As You Like It, ed. Alan Brissenden, Oxford Shakespeare ISBN: 0199536155 / or if that one is not available, the New Cambridge edition by Michael Hattaway: ISBN 978-0521732505

Romeo & Juliet, ed. G. Blakemore Evans, New Cambridge Shakespeare: ISBN 978-0521532532

Jane Austen's *Mansfield Park* in the context of its time

Dr. Hertel: Tue, 14.15-15.45, 110

Born five years after William Wordsworth and three years after S.T. Coleridge, Jane Austen can be called a contemporary writer of these two seminal figures in the movement of English Romanticism. And yet, it is hard to place her in the same mind-set. Some critics argue that she is rather to be placed in between the two literary movements of the time. Hence, we will start the semester off by looking at the historical context of Regency England and the literary context of English Romanticism and the Augustan period, in order to be able to place Jane Austen's work accordingly. The following close reading of her novel *Mansfield Park* will focus on aspects like narrative technique, class and social issues, and the unusual Austen-heroine Fanny Price.

Texts: Participants are asked to have read *Mansfield Park* by the beginning of the winter term in the Oxford-World-Classics printed edition, edited by James Kinsley (please purchase no other edition, and no digital version!): ISBN 978-0199535538

The Figure of the Vampire

Elstermann: Mon, 14.15-15.45, 113

Since its transition from folklore to printed literature in the nineteenth century, the figure of the vampire has endured in countless incarnations. As with any longstanding motif, the vampire has also adapted to changing social and cultural production contexts over the centuries, and has come to represent a host of anxieties, desires, and dynamics. In this class, we will examine the vampire as a literary motif, its shifting roles, and what this can tell us about socio-political contexts and developments. The vampire will also help us elucidate a variety of theory (and vice versa), including Marx, Freud, Lacan, and Baudrillard, as we discuss literary representations of themes such as social class, aristocracy and capitalism, exploitation, eroticism, the uncanny, and the increasingly sympathetic, tamed contemporary vampire.

The three texts we will read for this class—two classics and one pastiche/parody—barely begin to cover the scope of vampire fiction. To help fill out the picture, students will have the opportunity to present and discuss other works, from Polidori's *Vampyre* to *Buffy the Vampire Slayer*, *Twilight*, or *First Kill*, throughout the semester. You will be asked to contribute your suggestions in the first session.

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

- * Sheridan Le Fanu. *Carmilla* (1872),
- * Bram Stoker. *Dracula* (1897),
- * Terry Pratchett. *Carpe Jugulum* (1998).

The American Frontier in Westerns, Musicals and Science Fiction

Burlingame-Goff: Wed, 9.15-12.45, 108

In this course we will look at how the uniquely American frontier experience has been portrayed in two uniquely American art forms, the western and the musical.

Each course session will feature the screening of a film—hence the longer than usual class time.

The only screen we will be using in this course is the one we watch the films on. No cellphones, laptops or tablets should be on display during class.

Frank Norris and Edith Wharton

Dr. Hänßgen: Tue, 11.15-12.45, 110

In this course, we will compare two novels, Frank Norris' *McTeague: A Story of San Francisco* (1899) and Edith Wharton's *The House of Mirth* (1905). We will be using the Norton Critical Edition for each, which provides us with the primary text and selected secondary essays. We will also address the movie versions of both.

Norris was part of the naturalist movement in the US. In *McTeague*, the situation is dire, the decline of a couple leads not just to poverty, but also to jealousy, greed and deadly violence.

The House of Mirth deals with the fate of a New York socialite who fails to secure her place in a mercenary marriage. She, too, is doomed to a fate she can't overcome. Wharton's novel shares some elements of naturalism, but can also be classified as a novel of manners. Both novels deal with the failure of the individual to find their place in society and depict strained gender relations.

Texts: Please purchase and read the novels in these editions before the beginning of term:

Norris, Frank. *McTeague: A Story of San Francisco: Authoritative Text, Contexts, Criticism*. Ed. Donald Pizer. A Norton Critical Edition. 2nd ed. New York: Norton, 1997.

Wharton, Edith. *The House of Mirth: Authoritative Text, Backgrounds and Contexts, Criticism*. Ed. Elizabeth Ammons. A Norton Critical Edition. 2nd ed. New York: Norton, 2018.

U.S. American Poetry, 20th Century

Dr. Jakubzik: Wed, 11.15-12.45, 112

The course provides a consolidation of the basic principles of poetry analysis and then looks at some canonical modernist poems (Eliot, Williams, Stevens) alongside theoretical texts and the poets' own publications about the production of modernist art.

To round it off, we will make ourselves familiar with the American confessional poetry of the 1950s and 1960s (Plath, Lowell, Ginsberg) and discuss its relations to modernism and to the present.

Proseminar I Kulturwissenschaft**Introduction to Literary and Cultural Theory**

Priv.-Doz. Dr. Löffler: Thu, 16.15-17.45, 122

This course is designed for undergraduate students. It offers an introduction into literary and cultural theory. We'll begin by addressing a set of basic questions, such as: What is theory? What is its place within literary and cultural studies? What does it help me to do? Can I study English without ever having to think about theory?

As we approach these questions, we'll discover a set of related issues. For instance: What are texts? What do we do as scholars when we read and interpret texts? What types of texts do scholars analyze? How do we determine meaning? Does it matter how I feel when I read a book, watch a movie, or listen to a piece of music? Can cultural artifacts be political and does their politics play a role for scholars when they try to make sense out of them?

As we will see, these and many other questions have defined the history of academic literary and cultural criticism since the early twentieth century. Our goal will be to read a selection of essays that help us understand the evolution of this history but also, maybe even more importantly, how what we do as students and scholars today is very closely connected to that history of theory.

Texts: All texts will be contained in a seminar reader

Introduction to the Study of British Culture

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

"History is a guide to navigation in perilous times. History is who we are and why we are the way we are." (David McCullough)

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

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

The basis of our discussions in the seminar will be the study of excerpts from historical sources, which will be made available in the 'Handapparat' in our library.

US-American Memory Culture, Past and Present

Priv.-Doz. Dr. Peterfy: Wed, 16.15-17.45, 110

In this course, we will discuss how the notion of an American nationality found expression not just in national political institutions (constitution, army, borders, etc.) but also in the form of an 'imagined community' (Benedict Anderson) of citizens. By reading, watching, participating, Americans imagined themselves to be part of a coherent whole, and thus, in the manner of a feedback-loop, they also contributed the creation of such a unified 'national identity.' In the last decades, however, the notion of this uniform national identity has been challenged by marginalized and oppressed groups, who now demand a historically more accurate, and also more inclusive memory culture. (For example the 1619 project of the *The New York Times*, which points to the arrival of the first slaves on the North American continent, and emphasizes that slavery was an integral, even essential part of American history.) In the course of the semester, we will examine both more traditional elements of memory culture, as well as new developments.

Requirements: Preparation of reading material (occasional tests), regular attendance, short oral presentation, research paper (3500-4000 words).

Texts: A Course Reader will be available for purchase in the Copy Center by the beginning of the semester.

Nineteenth-Century US-American Women Writers

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

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

A History of "Otherness": Disability and Difference in the United States, 1620-Present

Dr. Föhr: Thu, 11.15-12.45, 110

In 2003, Catherine Kudlick argued in the *American Historical Review* that "we need another other" to explore disability as a social category and a way of being, rather than as a defect, deficiency or curse that causes suffering and pain. Such a reconceptualization is necessary to counter a long tradition of using the language of disability to justify discriminatory treatment not only of people with supposed mental or physical impairments, but of marginalized groups including women, people of color and immigrants. Woman suffragists had to fight the common belief that women were fragile, mentally weak and susceptible to hysteria just as civil rights advocates had to fight popular assumptions that immigrants and people of color were inherently less intelligent and thus less capable of political participation than Anglo-Saxon males.

In order to explore the roots of these and other popular perceptions, this course examines the actual experiences of disabled people in the United States from the colonial era to the present. Using a variety of primary sources, including texts created by people with disabilities themselves, we will trace the political, social and cultural developments that shaped Americans' understanding of disability and people with disabilities, considering disability as a social category that is crucial for understanding the way American culture defined the "proper" social order and justified the need for social control.

Course requirements:

The course is structured as a series of weekly readings (usually @60 pages per week), so it is important that you are prepared to contribute meaningfully.

You are also responsible for preparing a brief biographical sketch of a person with a disability and answering any questions about your person in class. You will have the opportunity to sign up for a person to write about at the second class meeting. The course concludes with a final take-home exam. No research paper is required.

Texts: Our textbook for the class will be the following:

Kim Nielsen (2012) *A Disability History of the United States*. Boston: Beacon Press.

ISBN 978-0-8070-2204-7

I recommend that you purchase your own copy. The course reader will be available at Copy Corner and in the Moodle classroom in early September.

Gender and Queer Theory for Literary Studies

Dr. Assmann: Tue, 9.15-10.45, 110

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

Emigration and the Irish

O'Brien: Thu, 9.15-10.45, 122

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

Texts: Coogan, Tim Pat (2000). *Wherever the Green is Worn: The Story of the Irish Diaspora*. London: Hutchinson.

Ferriter, Diarmaid (2004). *The Transformation of Ireland. 1900-2000*. London: Profile Books.

Fitzgerald, Patrick and Brian Lambkin (2008). *Migration in Irish History, 1607-2000*. Basingstoke: Palgrave Macmillan.

Wills, Clair (2015). *The Best are Leaving. Emigration and Post-War Irish Culture*. Cambridge: CUP.

Proseminar II Kulturwissenschaft

The Figure of the Vampire

Elstermann: Mon, 14.15-15.45, 113

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

The American Frontier in Westerns, Musicals and Science Fiction

Burlingame-Goff: Wed, 9.15-12.45, 108

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

Proseminar III Sprachwissenschaft

Language and Humour

Prof. Dr. Landert: Tue, 14.15-15.45, 112

How is humour created? And how can we analyse humour from a linguistic perspective? These are the two leading questions in this seminar. We will look at different types of humour, study humour in conversational interaction, fiction and other contexts, and investigate the relation between language, non-verbal and paraverbal aspects of communication in multimodal humour. We will adopt a pragmatic perspective on the study of humour, paying special attention to the role of the contexts in which humorous utterances and exchanges are produced.

This seminar applies the principles of research-based teaching and learning. We will pass and reflect on the different phases of a research cycle together. All students will carry out a small research project over the course of the seminar, which they will develop into a term paper after the end of the semester.

At the end of the course:

- Students will know the main theoretical models to understand, classify and analyse humour from a linguistic/pragmatic perspective
- Students will be able to apply these models to data and to carry out data analysis
- Students will be familiar with the different phases of a research cycle, pass through these phases and reflect on them
- Students will be able to decide on a research design for their own research question within the topic of the seminar
- Students will be able to carry out their own research project and to present it in the form of a term paper

Texts: There is no set text book, and all compulsory reading assignments will be made available on Moodle. Students who would like to familiarise themselves with the topic before the beginning of the semester are advised to consult the following sources:

Attardo, Salvatore. 2008. Semantics and pragmatics of humor. *Language and Linguistics Compass* 2 (6). 1203-1215.

Attardo, Salvatore (ed.). 2017. *The Routledge Handbook of Language and Humor*. New York / Oxon: Routledge.

Dynel, Marta (ed.). 2011. *The Pragmatics of Humour across Discourse Domains*. Amsterdam/Philadelphia: John Benjamins.

Norrick, Neal R. & Delia Chiaro (eds.). 2009. *Humor in Interaction*. Amsterdam/Philadelphia: John Benjamins.

Yus, Francisco. 2016. *Humour and Relevance*. Amsterdam/Philadelphia: John Benjamins.

Time travel: exploring the early stages of the development of the English language

Watts: Mon 20.2.23-Sat 25.2.23, je 11-16 Uhr, Raum: AS 108

This seminar considers the development of the English language from Old English, via Middle English through to Early Modern English by exploring selected works from each of these time frames. Our linguistic and cultural journey will include consideration of selected texts by Chaucer and Shakespeare among others, as well as an analysis of parts of the Old English poem Beowulf. No prior knowledge of the early stages of the English language is expected. All materials will be provided by the tutor in the form of a small anthology which is yours to keep at the end of our journey.

Registration is open now! Please sign up for this seminar via my email address catherinewatts885@gmail.com.

First, Second, and Third Language Acquisition Compared

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

Young children acquire their mother tongue(s) without explicit instruction, and still become competent. In contrast, we all know how hard we need to labour to learn a foreign language—and we never achieve complete native-like competence. There must thus be important differences between the processes of First and Second Language Acquisition. However, similarities can also be found, as in the parallel developmental sequences that both children and older learners frequently exhibit in the acquisition of syntactic structures. This class will briefly sketch the fundamentals of First and Second Language Acquisition each, and then compare the two in detail, taking into account different linguistic levels (phonology, lexicon, morphology and syntax). We will necessarily consider major linguistic theories to explain these differences and similarities. In addition, we will go beyond Second Language Acquisition to include the relatively recent research into Third Language Acquisition as well, where we will find that it makes a difference whether a student learns their first foreign language (SLA) or an additional foreign language (TLA)—not all processes are the same, and just like the structures of the mother tongue influence output in the second language, so can the structures of both mother tongue and second language influence a learner's third language. The last part of the class will therefore outline this process of additional language acquisition and compare it to the first two types.

Students in this class are required to prepare for class sessions, participate actively in class, give an oral presentation, and write either a short research overview paper (PSIII) or a full term paper (HS).

Registration is via SignUp.

Varieties of English in Africa

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

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

Registration for this course is via SignUp.

The Psychology of Language

Dr. Oppliger: Tue, 14.15-15.45, 113

This module will focus on the representations and processes involved in language production and comprehension in the mind. It will address basic questions of psycholinguistics, e.g. How do we plan utterances and find the right words to express ourselves in conversation? And how can errors, hesitation, and tip-of-the-tongue phenomena help us find answers to these questions? The main focus of the course will be on spoken language use, especially in conversation. We will look at how speakers in interaction perceive, process, and predict each other's use of language, and how they react to one another. The dialogic focus means we will be concerned with interactional data of speakers engaged in conversation, which we will use to answer questions about how interlocutors accommodate to each other and become more similar, how they fix their own and each other's errors, and how they avoid or manage miscommunication. Over the course of the seminar, we will consider different experimental approaches to data collection and try our own hands at conducting experiments.

Proseminar III Literaturwissenschaft

Literature of Reform: From Abolition to Climate Activism

Priv.-Doz. Dr. Peterfy: Thu, 14.15-15.45, 112

In classical rhetoric and in many of its later interpretations, poetry (an earlier collective term for what we today call literature) was supposed to be both useful and entertaining. Since the advent of modernism, however, the idea that literature should be useful to us, because, for example, it can teach us something, has generally fallen out of favor, at least with academic critics. But, looking at existing works and their reception, we have to recognize that for larger audiences these concepts still have traction; people like to read for fun, and they like to be engaged on other levels as well, including political or at least societal activism.

In this course, we will read and analyze literary works, primarily novels, but also poetry and drama, where we can identify a clear intent on the part of the author to write something that will change the world for the better: abolition of slavery, better working conditions, civil rights for all, management of climate change, etc. But we will also keep in mind that these texts were still written with artistic purpose, and, in fact, could not fulfill their political goals without first succeeding in their aesthetic intent.

Requirements: Regular attendance and classroom participation, preparation of texts, short discussion teaser for all; for HS: term paper (ca. 5000 words), for PS III: oral exam.

Registration: margit.peterfy@as.uni-heidelberg.de

Texts: Please read the longer texts Harriet Beecher Stowe, *Uncle Tom's Cabin*; Upton Sinclair, *The Jungle*; Kim Stanley Robinson, *The Ministry for the Future* (2020) before the start of the semester. Shorter texts will be provided in a reader, on sale at the Copy Corner.

Shakespeare's Tragedies

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: Titus Andronicus, Romeo and Juliet, Hamlet, Othello, King Lear and Timon of Athens. 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.

Race and Ethnicity in American Literature

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

In this seminar, we will read a selection of literary works—from the Emancipation Proclamation (1863) to the contemporary present—that all deal with questions of race, racial identity, and racism. In analyzing these texts, our goal will be to explore how literature has commented and reflected upon, critiqued and affirmed discourses of race as they have shaped American history since the end of the Civil War.

Questions we will address include: What are the ways in which literature represents race? Thematic, stylistic, theoretical/scientific...? What are potential connections between racial identity and literary expression? What exactly is it that people refer to when they say 'race' and how does literature help them to defend or challenge particular notions of race? What is the relationship between race and racism?

We will begin by reading a selection of post-emancipatory texts, fictional and non-fictional, to identify a variety of arguments about racial affiliation that have proven to be relatively robust in the history of US race relations since after the Civil War. We will then explore the context of the so-called Harlem Renaissance of the 1920s and 1930s, but also read a number of other modernist texts, many of them using peculiarly similar rhetoric as the intellectuals and writers associated with the Harlem Renaissance. In a third section of the seminar, we will look at fiction and poetry produced on the way towards the Civil Rights Act, and at some reactions against it—both radical, as in the Black Arts Movement of the 1960s and 1970s, and liberal, as in the early fiction of Toni Morrison, Alice Walker, and others. We will conclude with a discussion of novels and poems that emerged and became popular within the BlackLivesMatter context.

Registration via e-mail: philipp.loeffler@as.uni-heidelberg.de

Texts: Please obtain copies of the following books:

William Faulkner: *Light in August*

Toni Morrison: *The Bluest Eyes*

Philip Roth: *The Human Stain*

Chimamanda Ngozi Adichie: *Americana*

All remaining texts will be contained in a course reader

Dystopian Youth Fiction

Priv.-Doz. Dr. Löffler: Thu, 9.15-10.45, 110

In this seminar, we will read a selection of twenty- and twenty-first-century novels that all explore the tradition of dystopian youth fiction. In the first half of the semester, we will discuss and analyze classics of the genre: George Orwell's *1984* and William Golding's *Lord of the Flies*. We will then trace how these master texts have been appropriated and creatively re-written in the works of contemporary authors. To that end, we will read Lois Lowry's *The Giver* and Suzanne Collins' *The Hunger Games*. Apart from closely analyzing form and style of the assigned texts, we will also look at a number of political and social contexts reflected by the individual novels (e.g. surveillance and hegemonic power, theories of the free will, the ethics of survival). Finally, we will discuss how one might think about this particular literary tradition within the broader history of Anglo-American literature.

This seminar is designed specifically for students about to start their teacher's training and best complemented by Susanne Mußmann's class on "How to deal with (Dystopian) fiction at school". All other students interested in the topic are of course also most welcome. Registration via e-mail: philipp.loeffler@as.uni-heidelberg.de

Texts: Please obtain copies of the following books:

George Orwell: *1984*

William Golding: *Lord of the Flies*

Lois Lowry: *The Giver*

Suzanne Collins: *The Hunger Games*

Fictions of the Digital Age

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

Many people nowadays believe that increased digitalization and technological progress provide the key to solving many of our problems. Others point to the dangers of mass surveillance or stress the detrimental side effects of new media, of which hate speech and filter bubbles constitute only the tip of the iceberg. In a similar vein, we encounter fascinating visions of robots doing marvelous things in many novels, while others see the threat of machines harming or dominating humans lurking around the corner.

What are dominant fictions of the digital age? What are the (dis)advantages of new technologies? How should we deal with machines that promise to be more capable than humans, both cognitively and physically? Novels that deal with the relations between humans and androids and other bots in particular raise intriguing questions: what does it mean to be human? Are there differences between human and robot ethics? Will it even be possible to neatly differentiate between humans and robots in the near future?

In this seminar, we will engage with these questions. We will also analyse the values disseminated in the novels we discuss. Unfortunately, there is no fully-fledged approach that we could use in order to interpret the values embedded in literary works; there are no ready-made answers or methods. We therefore need to combine narratological categories (such as the direction of sympathy) with psychological approaches. Since psychologists have found out that fictional narratives can change our beliefs as well as our attitudes, the question of which values texts disseminate is not just an academic matter: Literature exerts an influence over readers' minds! This seminar will be research-oriented, and we will discuss several categories and concepts and explore how far this can help us to gain a better understanding of the novels we will interpret.

We will read four novels, three of which are: Annalee Newitz, *Autonomous* (2017); Ian McEwan, *Machines Like Me* (2019); Dave Eggers, *The Every* (2021). We will discuss which additional novel

we want to read in our first session. Two rather obvious choices would be Simon Stephenson, *Set My Heart to Five* (2020) or Kazuo Ishiguro's *Klara and the Sun* (2021). But I'm looking forward to your suggestions!

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

5 Hauptseminare

Hauptseminare Sprachwissenschaft

Time travel: exploring the early stages of the development of the English language

Watts: Mon 20.2.23-Sat 25.2.23, je 11-16 Uhr., Raum: AS 108

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

First, Second, and Third Language Acquisition Compared

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 33.

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 33.

Language and Humour

Prof. Dr. Landert: Tue, 14.15-15.45, 112

How is humour created? And how can we analyse humour from a linguistic perspective? These are the two leading questions in this seminar. We will look at different types of humour, study humour in conversational interaction, fiction and other contexts, and investigate the relation between language, non-verbal and paraverbal aspects of communication in multimodal humour. We will adopt a pragmatic perspective on the study of humour, paying special attention to the role of the contexts in which humorous utterances and exchanges are produced.

This seminar applies the principles of research-based teaching and learning. We will pass and reflect on the different phases of a research cycle together. All students will carry out a small research project over the course of the seminar, which they will develop into a term paper after the end of the semester.

At the end of the course:

- Students will know the main theoretical models to understand, classify and analyse humour from a linguistic/pragmatic perspective
- Students will be able to apply these models to data and to carry out data analysis
- Students will be familiar with the different phases of a research cycle, pass through these phases and reflect on them
- Students will be able to decide on a research design for their own research question within the topic of the seminar
- Students will be able to carry out their own research project and to present it in the form of a term paper

Texts: There is no set text book, and all compulsory reading assignments will be made available on Moodle. Students who would like to familiarise themselves with the topic before the beginning of the semester are advised to consult the following sources:

Attardo, Salvatore. 2008. Semantics and pragmatics of humor. *Language and Linguistics Compass* 2 (6). 1203-1215.

Attardo, Salvatore (ed.). 2017. *The Routledge Handbook of Language and Humor*. New York / Oxon: Routledge.

Dynel, Marta (ed.). 2011. *The Pragmatics of Humour across Discourse Domains*. Amsterdam/Philadelphia: John Benjamins.

Norrick, Neal R. & Delia Chiaro (eds.). 2009. *Humor in Interaction*. Amsterdam/Philadelphia: John Benjamins.

Yus, Francisco. 2016. *Humour and Relevance*. Amsterdam/Philadelphia: John Benjamins.

The Psychology of Language

Dr. Opplinger: Tue, 14.15-15.45, 113

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

Hauptseminar Literaturwissenschaft

Literature of Reform: From Abolition to Climate Activism

Priv.-Doz. Dr. Peterfy: Thu, 14.15-15.45, 112

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

Shakespeare's Tragedies

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 35.

Race and Ethnicity in American Literature

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

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

Realism and Naturalism in US-American Literature

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

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

This statement about an individual's relation to "the world" is indicative of the beginnings of *literary* realism in the US—both as a period and as an approach to writing that has invited many interpretations since its inception. Literary naturalism, in turn, can either be seen as a further development, or as a reaction against the conventions and seemingly self-understood tenets of literary realism and its ideological underpinnings.

In this seminar, we will be concerned with influential works of American literary realism and naturalism on the one hand, and also with theoretical issues of literary representation on the other: How and at which point do individual authors arrive at a satisfactory (to them) knowledge of an experienced reality, and how do they translate this knowledge into language and text? Which existing literary conventions do they break, and what are the new conventions that they establish? Moving from a historical understanding of the possibilities of fiction, to more theoretical representational strategies (psychological, aesthetic, ideological), we will explore short narratives by Rebecca Harding Davis, Bret Harte, Stephen Crane, and novels by Henry James, William Dean Howells, Frank Norris, and Kate Chopin.

Requirements: Regular attendance and classroom participation, preparation of texts, short discussion teaser, term paper (ca. 5000 words).

This seminar is intended for students in our Master Programs (MA and MEd). Please register by writing to margit.peterfy@as.uni-heidelberg.de

Texts: Please read before the start of the semester: Henry James, *Daisy Miller* (both versions; 1879 and 1909); William Dean Howells, *The Rise of Silas Lapham* (1885); Frank Norris, *McTeague* (1899), and Kate Chopin, *The Awakening* (1899)

Jewishness in English Drama

Priv.-Doz. Dr. Hirsch: Thu, 11.15-12.45, 115

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

Fictions of the Digital Age

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

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

6 Kolloquien

Sprachwissenschaftliche Kolloquien

Colloquium

Priv.-Doz. Dr. Nesselhauf: Wed, 10.15-11.00, 115

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.).

In addition to the Wednesday sessions during the semester, we are going to have three intensive sessions on Wed. 1 March, Mon. 6 March, and Wed. 8 March, from 9:30-14:30.

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

Candidates for M.Ed. and GymPO final oral exams are invited to join the colloquium, in which we will revise key topics in English linguistics and discuss exam formalities and study strategies. All participants are expected to come to sessions prepared and to give a short presentation summarising one topic.

To register, please send an e-mail.

Research colloquium

Prof. Dr. Landert: Tue, 16.15-17.45, 112

This colloquium is open to all students who are interested in discussing their own and other participants' research on English Linguistics. It is especially addressed to PhD students and students at MA/MEd students who are working on their MA thesis, but it is equally open to other students with an interest in English Linguistics.

Over the course of the semester, participants will be invited to present their ongoing projects or parts thereof, to invite feedback from the other participants. There will be opportunities for data analysis sessions and we might read and discuss recent research articles.

Sign up for this course by e-mail: sekretariat.landert@as.uni-heidelberg.de

Literaturwissenschaftliche Kolloquien

MA Colloquium: Recent Trends in English Studies

Priv.-Doz. Dr. Peterfy: Tue, 13.15-14.00, 110

This colloquium will be taught by members of the academic staff, in weekly rotation. It will provide an insight into current research projects and new methodologies.

Examenskolloquium

Prof. Dr. Leypoldt: Mon, 16.15-17.45, 116

This colloquium is intended for exam candidates, and it offers a forum for discussing and presenting examination topics.

Colloquium: Recent Trends in US Literary and Cultural Theory

Prof. Dr. Leypoldt: Thu, 16.15-17.45, HCA

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

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

7 Oberseminare

Oberseminar

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

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

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

Prof. Dr. Nünning: Tue, 14.00-16.00, 122

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

Einführung in Deutsch als Zweitsprache

Prof. Dr. Pagonis: Mon, 9.15-10.45, IDF, 010

Description [see LSF](#).

Multiple Facets of Culture in Language Education

Dr. Bondarenko, online self-learn course

Description [see LSF](#).

Fachdidaktik 1 im M.Ed.

Teaching EFL through tasks (TEFL)

Prof. Dr. Müller-Hartmann: Tue, 14.15-15.45, PH, Raum A 125

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

- different concepts of task in language teaching and learning
- research into language teaching and consequences for task design
- different practical approaches to task-based teaching The seminar will integrate a discussion of theoretical concepts and practical ways of working along the lines of the task-based approach. We will look at video data from different language classrooms to understand the process of TSLL. This class is especially well-suited as a preparation for the ISP. Credit requirements: Active participation, ongoing reading tasks to prepare sessions, analyzing tasks in EFL textbooks. Material for the class: You will need to buy the following book for this class before the first session of the class: Andreas Müller-Hartmann & Marita Schocker-von-Ditfurth (2011). Teaching English: Task-Supported Language Learning. Stuttgart: UTB (22,90 €). Task: Please copy the storybook "The Gruffalo" (You find it in Frau Holweck's office A115. You can also order it via www.amazon.de; and it is also available online), and develop 7-10 tasks for teaching the story. Please send your tasks to my e-mail account Andreas.Mueller-Hartmann@ph-heidelberg.de. How to sign up for this class: Students wishing to participate in this class must sign up using stud.ip or, if you don't have an account yet, to send me a mail Andreas.Mueller-Hartmann@ph-heidelberg.de. Once your name appears on the attendance list, you need to start working on your preliminary task (see above) and hand it by September 30th, 2022.

Essentials for teaching English

Mußmann: Tue, 9.15-10.45, 112

In this course, we are going to link theories of didactics/ methodology to their use at school, starting with central aspects of **teaching English today** such as **vocabulary, grammar, culture, communication/ speaking & texts** and considering **digital tools** whenever suitable. 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 teachers.

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

Requirements: regular attendance, active participation & term paper

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

Fachdidaktik 2 im M.Ed.**Current Research Trends in SLA between Interaction and Instruction**

Roters: 1st session (online): 4-5:30pm, FR 14/10/2022 (2 SWS);

No class, FR 21/10/2022;

2nd session (online): 4-5:30pm, FR 28/10/2022 (2 SWS);

3rd session (online): 4-5:30pm, FR 04/11/2022 (2 SWS);

No class, FR 11/11/2022; Please hand in your critical review ~ MO 14/11/2022;

4th session (online): 4-5:30pm, FR 18/11/2022 (2 SWS);

5th session (online): 4-5:30pm, FR 25/11/2022 (2 SWS);

6+7th session (online): 10am-1pm, SA 26/11/2022 (4 SWS);

8th session (online): 4-5:30pm, FR 02/12/2022 (2 SWS);

9th session (online): 4-5:30pm, FR 09/12/2022 (2 SWS); Project Work ~: 1st draft of project outline due MO 12/12/2022;

10th session (online): 4-5:30pm, FR 16/12/2022 (2 SWS);

11th & 12th session (online): 10am-1 pm, SA 17/12/2022 (4 SWS);

13th session (online): 4-5:30pm, FR 13/01/2023 (2 SWS);

14th session (online): 4-5:30pm, FR 20/01/2023 (2 SWS);, Raum: online

This seminar explores a variety of approaches to the study of foreign language acquisition mainly in instructed settings. We will focus on a range of factors, variables and possible instructional modifications that might have an influence on students' language learning processes. Moreover, we will look at current research that might provide (new) answers to the following questions: How do aspects of focused instruction and learners' metacognition may change our perspectives on language learning and teaching? How do EFL teachers implement communicative and possibly task-based interaction in the classroom, thereby providing challenging, fruitful and inclusive learning environments for all students? Throughout the seminar, participants are encouraged to reflect upon the relevance of second language acquisition research to their own experiences as both foreign language learners, pre-service teachers and future teachers. Throughout the semester, students are kindly asked to participate in online discussions of topics relating to the different modules of this class. In this class, you will be asked to do the following for successful completion: First task: Write a critical review of an article on an area of second language

acquisition covered in the first half of this class. Please choose an article relevant to your professional and/or personal interests. The goal of this assignment is that you show your understanding of the concepts and research findings in order to be able to connect it to the task you will develop in the second part of this class. Second task: Work on a small project to produce meaningful and challenging activities that aim at actively improving your students' language skills and in which you as a teacher are a facilitator of learning processes. Active participation is vital for the overall success of our class! Thus, you are expected to actively engage in classroom discussion, critically engage with the texts, write a critical review, develop and present a small project (3 ECTS). Further credit points (4 ECTS) can be gained by one of the following tasks: developing a lesson plan (based on a first project outline, including an explanation of its theoretical foundation) or writing a critical paper. This class is an online class. Please register prior to the first class via StudIP. Most of the texts will be made available online by October, 1st. For further resources, please check our continually updated online workspace. In our online sessions, we will use the tool Zoom. No unexcused absences, please. If you miss more than two sessions, you will not be able to complete the course successfully. Please do not hesitate to contact me via email (roters@ph-heidelberg.de) in case you have further questions about the requirements for this class, its content or the texts to be read in class. I am looking forward to working with you!

Telecollaboration—Foreign Language Learning through International Encounters (TEFL)

Prof. Dr. Müller-Hartmann: Tue, 16.15-17.45, PH Neubau A236

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. 11th) 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, 2022 Andreas.Mueller-Hartmann@ph-heidelberg.de.

Multilingual language education and assessment (TEFL)

Prof. Dr. Vogt: Block Okt./Nov., dates to be announced, Raum: PH, Raum A 127

Globalisation and increased migration have led to multilingual societies all over Europe. In other parts of the world, e.g. in Africa, multilingual societies are the norm and multilingualism comes naturally to polyglot speakers. What does this mean for a multilingual education? What is multilingual assessment in this connection and in the different contexts? What is the role of the Common European Framework of Reference in this? In the course, we are going to explore fundamental issues in assessment in general and classroom-based assessment in particular, including questions of multilingual education. Starting from a monolingual approach to assessment, we will get to know central terms like construct, validity and other related aspects to help us discuss multilingualism and ways of assessing it in different educational contexts. Starting with basic concepts of assessment, we will cover all relevant aspects of assessment by

way of introduction in an online format. The course will use results from the award-winning ERASMUS project TALE (Teachers' Assessment Literacy Enhancement). Please sign up in stud-ip or by sending a mail to: vogt@ph-heidelberg.de

Working with literature

Mußmann: Tue, 11.15-12.45, 112

How to deal with (Dystopian) fiction at school

After a general introduction to current issues and an overview of 'how to deal with' **texts**, we're going to pursue a **practice-oriented approach**. This serves as an immediate preparation for your job as an intern/ teacher at high school.

Based on methodological/ didactic theories, we're going to work primarily with Dystopian **fiction**, a genre popular among a lot of students, and its practical use at high school. In addition to a classic (George Orwell's *1984*—original and adapted/ simplified version) more current publications will be considered: ***How exactly could/would you teach them?***

In this context, the main goals of our guidelines ("Bildungsplan" 2016) and precise **methods** furthering students' **communicative competences** are taken into account.

Recommendation: Take this class along with Mr. Loeffler's course on dystopian fiction. (No, this is not mandatory.)

Texts: *It'd be great if you purchased the editions given below.*

Please read **Orwell's 1984** before the start of term.

- **Original** (Klett): ISBN 978-3-12-573927-7
- **Adaptation** ("Real Reads"): ISBN **978-3-12-540202-7**

Further texts:

- Lanchester's ***The Wall*** (Cornelsen: ISBN 978-3-06-035955-4)
- Lowry's ***The Giver*** (Klett: ISBN 978-3-12-578140-5)

Registration: via Email Susanne.Mussmann@seminar-heidelberg.de; first come, first served :-)

Requirement: regular attendance, active participation & term paper

Fachdidaktik 3 im M.Ed.

FD 3

Wesch: erste Blocksitzung: 05. oder 06. (TBA) Juli 2022, 9.30—14 Uhr;

zweite Blocksitzung: 18. oder 25. (TBA) Januar 2023, 9.30—16 Uhr

Raum TBA, Raum: tba

Studierende, die das Schulpraxissemester im kommenden Herbst 2022 absolvieren, müssen an folgenden zwei rahmenden Veranstaltungen verpflichtend teilnehmen:

erste Blocksitzung: 05. oder 06. (TBA) Juli 2022, 9.30—14 Uhr

zweite Blocksitzung: 18. oder 25. (TBA) Januar 2023, 9.30—16 Uhr

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

In der zweiten Blocksitzung, die nach Abschluss der Praktikumsphase an der Schule 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.

Anmeldung: bereits vor der ersten Blocksitzung abgeschlossen

9 Sprachpraxis

Pronunciation Practice American English

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).

J. Elwer	Tue, 9.15-10.00, online
J. Elwer	Tue, 10.15-11.00, online
J. Elwer	Tue, 11.15-12.00, online

One additional course (face-to-face teaching) will be announced shortly.

Pronunciation Practice British English

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, 12.15-13.00, 113
A. Mau	Tue, 11.15-12.00, 113
A. Mau	Tue, 15.30-16.15, 108
A. Mau	Tue, 13.15-14.00, 113
A. Mau	Tue, 16.30-17.15, 108
A. Mau	Tue, 14.30-15.15, 108

English in Use

Approaches to Writing

Dr. Föhr: Wed, 11.15-12.45, 110

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

The class is structured as a series of workshops, all of which begin with a 15-minute writing session. In most class sessions, we will be generating texts that you should continue working on at home or revising texts that you started at home. For this reason, it is important that you do the homework on time and come to class.

This course will be conducted entirely in English, and I expect everyone to use only English for communication during class.

The class is only open to students pursuing English Studies as 25% of their degree program.

Style and Meaning

Henn: Wed, 16.30-18.00, 116

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.

Reading Skills

O'Brien: Thu, 11.15-12.45, 122

In this course you will acquire and practise the skills needed to read efficiently in English. Most of these skills can be applied to reading in any language. Among the skills that we will look at and practise are the ability to extract main ideas, reading for specific information, inferring, previewing a text in order to predict what it is about, understanding text organisation, evaluating a text, and summarising a text.

Tense and Aspect

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

K. Henn	Tue, 14.30-16.00, 116
D. O'Brien	Tue, 11.15-12.45, 116
K. Henn	Tue, 16.30-18.00, 116
K. Henn	Wed, 14.30-16.00, 122
K. Pfister	Thu, 9.15-10.45, 114
K. Pfister	Thu, 11.15-12.45, 114
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	Thu, 9.15-10.45, 108
C. Burlingame-Goff	Thu, 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!

B. Gaston	Mon, 9.15-10.45, 108
D. O'Brien	Tue, 9.15-10.45, 122
K. Henn	Tue, 11.15-12.45, 115
Dr. Föhr	Wed, 9.15-10.45, 110
K. Henn	Wed, 11.15-12.45, 116
B. Gaston	Thu, 14.15-15.45, 108
D. O'Brien	Fri, 9.15-10.45, 122

Essential Skills for Writing for Repeat Students

This course is designed to help you get the hang of organizing and writing paragraphs. We will go over topic sentences, sequencing strategies and transitions as well as common mistakes and ways to avoid them. We will also do lots of practice sequencing exercises like the one on the final exam. Other topics include non-finite clauses, relative clauses and error detection and correction, all of which we will practice in the context of paragraph writing.

Prerequisites: this course is only open to students who have failed Essential Skills for Writing.

Dr. Föhr	Fri, 9.15-10.45, 113
Dr. Föhr	Fri, 11.15-12.45, 113

Structure and Idiom

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

B. Gaston	Mon, 14.15-15.45, 108
B. Gaston	Mon, 16.15-17.45, 108
K. Pfister	Tue, 9.15-10.45, 114
K. Pfister	Tue, 11.15-12.45, 114
D. O'Brien	Tue, 16.15-17.45, 122

Structure and Idiom for Repeat Students

Gaston: Tue, 14.15-15.45, 115

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

Theatrical Reviews—Block Seminar

Burlingame-Goff: Block Seminar, Raum: tba

This course will take place from October 5—9 and include attendance at the 2022 US Army IMCOM Europe Entertainment One Act Play Festival on Saturday, October 8 and Sunday, October 9 in Wiesbaden.

Registration is via email only: cebg@as.uni-heidelberg.de

On a language level, this Advanced English in Use class will enable students to understand and produce descriptive and narrative texts. We will start with description, focusing on actors, costumes and sets. We will then move on to narration, which uses description as one of many elements to tell a story or narrate an event or series of events.

In order to illuminate these principles, we will be attending a One-Act Play Festival and writing a review of an English-language one-act.

Transportation to Wiesbaden, base access, and other issues will be worked out in advance.

This course is only open to students who have completed Tense and Aspect, Essential Skills for Writing, and Structure and Idiom.

Schedule:

Wednesday, October 5; Thursday October 6; Friday, October 7: 9:00-12:00 and 14:00-17:00

Saturday, October 8 and Sunday, October 9: The festival schedule is not yet set, but you should plan on being in Wiesbaden all day.

More information and details about the One-Act Festival can be found at:

<https://www.armymwr.com/programs-and-services/entertainment/europe-entertai/us-army-imcom-europe-entertainment-one-act-play-festival-and-youthfest-22>

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%).

N.B.: This will be a screen-free classroom. No cellphones, laptops or tablets should be on display during class.

Formality and Concision

Henn: Thu, 11.15-12.45, 116

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

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.

10 Lektürekurse

Hot Off the Press

Dr. Jakubzik & A. Elstermann: Wed, 16.15-17.45, 113

What is new in the cultural sphere of the United States? We will sample new books, films, tv-series, music etc. to find out what stirs the American minds and hearts at the present moment.

While there will be a focus on new publications in literature and the arts, new contributions in the fields of politics, history, religion, and popular science writing will also be assessed. We will discuss a different work every week and students will take part in the choice and presentation of topics.

In order to keep the workload manageable, we will read most of the works in excerpts and students who have familiarized themselves with the entire work will guide us through the discussion.

11 Sonstiges

Film and Society: Genre Busters

Burlingame-Goff: Wed, 18.15-21.30, 108

This semester we will be watching pairs of films: one commercial feature film considered typical of its genre and one film that bends the conventions of that genre until its breaking point.

Pairings will include *Ocean's 8* and *Widows* for the heist film; *Dirty Harry* and *The Last Action Hero* for the cop film; Ferris Bueller's *Day Off* and *Booksmart* for the teen comedy; *My Best Friend's Wedding* and *Isn't It Romantic* for the romantic comedy; and *Platoon* and *Tropic Thunder* for the war film.

All are welcome to attend this course. Students wishing to receive ÜK points will need to deliver a verbal presentation in order to receive credit.

Creative Writing

Gaston: Thu, 18.15-19.45, 110

This course is intended for all students who enjoy writing in English and will consist of writing regularly, at home, and discussing the pieces in small groups in class time. All types of writing are welcome, from film scripts to poems, from short stories to plays.

Queer Movie Night

Assmann: Wed, 18.15—20.00, 110

This movie night is an off-shoot of the PS I "Gender and Queer Theory for Literary Studies" but welcomes everyone interested in the topic, not only participants of said course. The format is open for discussion at the beginning of the term. The programme should ideally be developed collaboratively and film suggestions are very welcome.

We will meet every other week starting on October 19, with a screening of the 1995 documentary "The Celluloid Closet."