

KOMMENTIERTE ANKÜNDIGUNGEN ANGLISTIK

Anglistisches Seminar

Wintersemester 2023/24



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 2023/24, including registration procedures and the preparation that is expected of students before the beginning of the term.

Please note that the University is in the middle of a software transition. The most recent information regarding courses at the English Department can be found on our [homepage](#) and under [Aktuelles](#).

General Information

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

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

Key Dates and Deadlines

Lecture Period	Oct 17, 2023—Feb. 10, 2024
Freshers' Day (BA students)	Oct 11, 2023
Information meeting for new M.Ed. students	Oct 16, 11:00-12.30, room 108
HSE compact introductory days for new students in the Master of Education (M.Ed.)	tba.
Holidays	Nov 1; Dec 21, 2023—Jan 6, 2024
Obligatory online registration period for: —Vorlesungen, —Proseminare I —Proseminare II, —Proseminare III Sprachwiss., —Hauptseminare Sprachwiss.	July 21—August 17, 2023
Schedule adjustment period for Proseminar I & II and Proseminar III/Hauptseminar Sprachwissenschaft	Sept 4—Sept 15, 2023
Obligatory online registration —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 Argumentation.	Sept 25—October 12, 2023
Schedule adjustment period for Pronunciation Practice and Tutorials.	October 16—Oktober 20, 2023

Registration

There are two different ways to register for courses:

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

Personal Registration

In-person registration is common for Proseminare III, Hauptseminare and Oberseminare, Kolloquien and all other courses that prescribe in-person registration in their descriptions. As soon as the Course Catalog is published, you can register either during professors' office hours (which are published on the department's homepage) or via email. The preferred method of registration will be indicated in the individual course descriptions, which you can find in the following pages. **Please note that you need 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 didactics courses 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 11, 2023, 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.

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.

Orientation for New MA Students

New students in the English Studies MA program meet at their own orientation session. Place and date will be announced at the beginning of October 2023 on [Aktuelles](#).

Orientation for New Master of Education Students

October 16, 2023, 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.

Last updates:

- August 6 (changed course times in courses taught by Prof. Müller-Hartmann)
- July 31 (correction date HS Metaphysical Poetry to Tue 18-20)
- July 21 (added content warning, Assmann)
- July 20 (added Fachdidaktik/BA)
- July 18 (descriptions of English in Use classes)

Final editing: Jakubzik; editorial deadline: July 16, 2023.

2 Vorlesungen

Vorlesung historische Sprachwissenschaft

The History of the English Language

Dr. Kirner-Ludwig: Wed, 14.15-15.45, Heu II

This lecture offers an overview of the various diachronic eras in English language history: Old English, Middle English, Early Modern English up to Modern English. We will be covering diachronic developments in phonology, morphology, syntax, semantics and pragmatics, whilst complementing your understanding of such changes with historical background details. As you acquire basic knowledge of Old and Middle English grammar and lexis, we will be actively tending to selected texts representative of their periods. Details on relevant literature will be provided in class.

Grading is based on your result in the final written exam in class (pass/fail).

Vorlesung moderne Sprachwissenschaft

Language in the Courtroom

Prof. Dr. Landert: Thu, 9.15-10.45, Neue Uni, HS 15

This lecture course will explore the role of language in the courtroom, with special focus on US jury trials. In this setting, language plays an especially important role when it comes to persuading jury members of the innocence or guilt of a defendant and the credibility of witnesses. In the first part of the lecture course we will look at the participation framework of courtroom interaction. Different participants in the courtroom have different communicative rights and different goals which are reflected in their communicative practices. We will study speech acts and communication styles that are characteristic of courtroom interaction and we will look at how lawyers try to persuade the jury and how witnesses try to establish credibility through their language use.

We will then take a closer look at historical data from courtrooms in the early modern period, both in England and the US. The discussion will cover trials of historical and cultural significance, such as treason trials and the Salem witchcraft trials. We will explore central differences between trials in the early modern period and present-day US jury trials and we will discuss the role of data from historical trials for linguistic research. Trial proceedings and witness depositions are valuable data for historical linguistics because they provide evidence of the language use of lower social status groups, who are underrepresented in many other types of written documents that have survived from earlier periods.

In the final part of the lecture, we will turn to some recent trends in forensic linguistics. These include studies on the role of language as evidence, e.g. in establishing authorship of texts, as well as research on language use that constitutes a punishable offence, such as defamation.

The lecture will conclude with a written exam (pass/fail).

Learning objectives:

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

- describe the communicative roles, rights and styles of different courtroom participants in US jury trials.
- identify and describe typical characteristics of legal language with linguistic terminology.
- describe the concept of legal speech acts and illustrate it with suitable examples.
- describe the role of historical courtroom data for linguistics and illustrate it with reference to suitable examples.

- describe selected methods of forensic linguistics (authorship analysis, voice profiling and comparison, speaker identification), including their limitations.

Registration: via SignUp. For questions concerning sign-up procedures, please contact Claudia Schmidt at sekretariat.landert@as.uni-heidelberg.de

Texts: Students should read the following book as companion to the lecture course:

Durant, Alan, and Janny HC Leung. 2016. *Language and Law. A Resource Book for Students*. Routledge English Language Introductions. Oxford/New York: Routledge.

The book is freely available in electronic form through the library catalogue HEIDI. And additional compulsory readings will be made available on Moodle.

Vorlesungen Literaturwissenschaft

16th Century English Drama

Prof. Dr. Schnierer: Tue, 16.15-17.45, Neue Uni, HS 14

This is the first lecture course in a sequence that will cover the development of British and Irish drama and theatre to the present day. This term we will concentrate on the beginnings of dramatic writing and theatrical representation in England up to and including the early works of Shakespeare. Texts will be made available on Moodle, but there is no better way of preparing for this course than reading as many relevant plays as possible before and during term time.

Literary Dissenters

Dr. Elstermann: Mon, 18.15-19.45, Neue Uni, HS 14

Generally, consensus among a large group of people is seen as desirable for society—but what about the few who disagree? This year's lecture series will be all about dissenters: How are those individuals who oppose a majority opinion portrayed in literature? Are they brave heroes or grumbling malcontents—or even dangerous outsiders? How do they fare within the story, and how are they treated and presented by the text? How have content and communication of dissent changed over time (or not)? At what points have authors themselves opposed a dominant ideology, and what were the consequences?

Looking at dissenters in texts from very different geographical, temporal, and political contexts will also give us an opportunity to shed some light on the majority stance presented in those texts, as well as different approaches to society and community, the individual, values, and compromise (or lack thereof).

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.

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.

US Literary Culture since 1945

Prof. Dr. Leypoldt: Mon, 11.15-12.45, Heu I

This course of lectures will review literary trends in US culture since WWII. Our main focus will lie on important aesthetic and cultural trends of this period that include the Beat Movement, the Black Aesthetic, postmodernist discourse, neorealist writing and ethnic fiction. We will also pay close attention to mid- and late-twentieth-century cultural socio-institutional and medial transformations relevant to the literary field in the US in this period.

Texts: Most of the shorter primary texts are contained in the Norton and Heath anthologies of American Literature. For a list of relevant fiction, see the first session. General introductory readings can be found in Sacvan Bercovitch, *Cambridge History of American Literature*, vols. 7 and 8, and Mark McGurl, *The Program Era* (2009).

Vorlesung Kulturwissenschaft**Visions of North American Cities: Sites, Histories, Representations**

PD Dr. Peterfy: Wed, 9.15-10.45, Neue Uni, HS 15

The history of North American cities starts with pre-Columbian settlements, the largest and best known of these being Cahokia (in today's Illinois). When colonial settlers from Europe first encountered Cahokia's remains in the 17th century, they entered into an imaginary dialogue with the city (and other similar localities), based on their own imperial, religious, or economic designs. Still, they could not erase the distinct individuality of these sites, and today we approach these indigenous settlements with a different, heightened awareness, and with new interpretative frameworks. In this lecture, in the same vein of re-vision, I will explore new approaches to—supposedly—well-established conceptions of American cities. I work under the premise that cultural interpretations of specific American urban spaces are characterized by shifting perspectives: concepts useful or relevant for Boston or New York are not necessarily relevant to New Orleans or San Francisco. This is one reason why the title of the lecture refers to visions, histories, and representations in the plural. The other reason relates to the different lenses which we will use to explore these cities. We will pay particular attention to how writers, artists, filmmakers, etc. have interpreted the unfolding of urban life, whether approvingly, or critically. Further, the lecture will provide an introduction to various key concepts of cultural studies: for example, material culture, aspects of performance and performativity, identity construction, cultural materialism, spatial concepts of culture, gender and post-colonial theories.

The course will close with a final exam.

US Literary Culture since 1945

Prof. Dr. Leypoldt: Mon, 11.15-12.45, Heu I

This course is also listed as "Vorlesungen Literaturwissenschaft." Its description can be found above.

3 Einführungsveranstaltungen

Phonetik

Introduction to Phonetics and English Phonology

PD 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. Register online via SignUp for both 'British/American English Phonetics' and the lecture "Introduction to Phonetics and English Phonology."

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

Prof. Dr. Landert: Wed, 11.15-12.45, Neue Uni, HS 15

This lecture course introduces students to the core concepts of English linguistics. It covers all structural levels of the English language (morphology, syntax, semantics) as well as some of the most central approaches to the study of English (e.g. pragmatics, sociolinguistics, corpus linguistics). Students will also gain a brief overview of the main periods of the English language.

The lecture will conclude with a written exam.

Learning objectives:

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

- define the main concepts used to describe different structural levels of the English language and apply them to language data
- describe some of the main approaches to the study of English with respect to their aims and their most central methods
- define the periods of the English language and provide examples of some of the major characteristics of the language of each period

There is an accompanying tutorial, which offers opportunities for revising the content of the lecture and practicing their application to language data through exercises. Attendance of the tutorial is highly recommended. Signing up for tutorials will take place at the beginning of the semester, further

information will be provided on the Department website (*Aktuelles*) and through the online learning platform Moodle.

Registration: via SignUp. For questions concerning sign-up procedures, please contact Claudia Schmidt at sekretariat.landert@as.uni-heidelberg.de

Texts: Students are expected to prepare for the lecture with weekly reading assignments, based on the following textbook:

Kortmann, Bernd. 2020. *English Linguistics. Essentials*. 2nd Edition. Berlin: Metzler.

The textbook is available for free in an electronic format. Students can access it through the library catalogue HEIDI: <https://katalog.ub.uni-heidelberg.de>

Additional readings will be made available on the online learning platform Moodle.

Einführung Literaturwissenschaft

Introduction to Literary Studies

PD Dr. Löffler: Fri, 9.15-10.45, Neue Uni, HS 14

This lecture course introduces students to the study of literatures in English.

We will familiarize ourselves with key concepts and critical tools relevant to the analysis and interpretation of literary texts. In addition, we will discuss structural aspects of the major genres (drama, prose, poetry) and survey major schools in literary and cultural theory. We will also look at basic models of literary historiography.

There will be a 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. The lecture will be held in English. It concludes with a written exam.

Texts: Buy and read Nathaniel Hawthorne's *The Scarlet Letter* and Tennessee Williams' *A Streetcar named Desire*.

4 Proseminare

Proseminar I Sprachwissenschaft

Morphology and Word Formation

Dr. Pleyer: Wed, 14.15-15.45, 122

If you had to form a verb that means 'do something the way ex-President Trump does it', which suffix would you use? Is the past tense of *yeet* regular, i.e. *yeeted*, or should it be *yote*? And how many words do we have at all in English?

These and other questions will be addressed in our class on morphology. Morphology is the study of words and word formation. In this class, we will deepen our knowledge from the Introduction to Linguistics, and learn how to segment words into morphemes, how to formulate word formation rules, and how we can use some unproductive word formation processes to create new words for humorous effects (see our *trumpify* example from above). We will consider our mental lexicon and how words are stored in our brain (and how this is different from regular printed dictionaries), and look into the reasons why languages have morphology in the first place. Finally, we will also look at phenomena that sit on the borderline between word formation and syntax or semantics, as well as at the interaction between morphology and phonology (see, e.g., the differences in the pronunciation of plural forms).

At the end of the semester, students will have the skills to observe, describe and analyse patterns in word formation processes found in English and other languages.

Texts: All relevant texts will be made available at the beginning of the semester. Students wishing to refresh their memory of morphology should browse the relevant sections of their Introductions to Linguistics reader.

Personal Pronouns

Yim: Thu, 11.15-12.45, 108

Personal pronouns are a small closed-class group of lexical items which may replace common and proper nouns. Personal pronouns in grammar-books and foreign language classrooms typically receive prescriptive, conservative treatment—usually involving a table and long list of rules (*she and I*, not *I and she*). In contrast, in this proseminar we will analyse authentic personal pronoun use. Despite the closed-class nature of this lexical group, we will be examining synchronic and diachronic variation. Topics will include the pronouns of politics, *generic he*, *singular they*, historical English pronouns (second person singular *thou* and *you*), and non-standard forms (such as second person plural *y'all* and *yous*). Students will be encouraged to share their knowledge of the pronoun systems of other languages and contrast them with English. Students will be required to give a presentation and write a term paper on a small empirical research project (of your choice subject to approval). In preparation for writing your research papers, you will receive guidance on data collection, we will practice using online corpora, and discuss the logistics of gathering your own data (questionnaires, interviews, etc.) The course will be graded on your presentation, term paper, and classroom participation. There will be mandatory reading each week, this literature will be made available on Moodle. Registration is via SignUp.

Semantics

Agustín Lana: Mon, 14.15-15.45, 110

Semantics is a discipline of linguistics that aims to address how languages express meaning in the form of words, phrases and sentences. As part of this seminar, we will consider the differences between sense and reference, as well as the sense relations that can be established between different words and sentences respectively. We will also discuss the different models relating to the cognitive representation of meaning, including prototype and schema-based models. Additionally, you will be introduced to simple logic and lexical semantics. Lastly, we will explore the interface between semantics and pragmatics, the study of language in context. The summative assessment of the seminar includes a group presentation on a journal article concerned with a semantic topic and the submission of a term paper, for which you will conduct a short piece of your own research in semantics using corpus tools.

Texts: Before the start of the seminar, you should obtain a copy of the following book: Hurford, J. R., Heasley, B., & Smith, M. B. (2014). *Semantics: A Coursebook*. Cambridge University Press.

Semantics and Pragmatics

Dr. Kirner-Ludwig: Tue, 9.15-10.45, 112

This seminar is concerned with meaning on both semantic and pragmatic levels of linguistic description. We will discuss common frameworks and concepts pertaining to structural semantics and connect these to pragmatics, i.e. to language use in context. In the course of this PS, students will become acquainted with salient semantic and pragmatic concepts, tools and theories. They will learn to apply these to authentic and modern English language samples.

Details on relevant literature will be provided in class. Grading is based on your regular attendance, your active participation and preparation, a presentation in class and timely submission of a term paper (empirical study, 12 pages max.)

NB: Term papers are due by 15 February 2024, 10am

Pragmatics

Sango: Thu, 14.15-15.45, 112

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 first-hand 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 books will be Thomas (1994), Huang (2007) and O'Keefe et al. (2011). Sections of these books as well as other compulsory readings for each of the session will be made available to participants (in electronic form) in a timely manner.

Modal Verbs

Dr. Salakhyan: Fri, 9.15-10.45, 112

Language can express various relationships to reality or truth. One of the ways to express likelihood, permission, ability, request, obligation and advice is through the use of modal verbs. In this course, we will focus on how modality is expressed in the English language. The objective of this course is thus to introduce modal verbs and get familiar with the multifacedness of their meaning and use. We will begin by examining the modal verbs 'can/could,' 'may/might,' their register variation and diachronic change. Next, we will look at the use of modal verbs in different native and non-native varieties of English and consider reasons for the existing variation. In the second half of the course, drawing on the data from the BNC and mass media, we will examine the expression of modality in discourse.

Texts: Biber, Douglas. 2004. Modal use across registers and time. In Anne Curzan & Kimberly Emmons (eds.), *Studies in the History of the English Language II: Unfolding Conventions*, 189–216. Berlin: Mouton de Gruyter.

Collins, Peter. 2007. *Can/could* and *may/might* in British, American and Australian English: a corpus-based account. *World Englishes* 26(4). 474–491.

Huddleston, Rodney. 1983. Criteria for Auxiliaries and Modals. In Sidney Greenbaum, Geoffrey Leech & Jan Svartvik (eds.), *Studies in English Linguistics for Randolph Quirk*, 65–78. London: Longman.

Facchinetti, Roberta, Manfred Krug & Frank Palmer (eds.). 2003. *Modality in Contemporary English*. (Topics in English Linguistics 44). Berlin/New York: Mouton de Gruyter.

Proseminar II historische Sprachwissenschaft

Introduction to Old English

Dr. Hänßgen: Wed, 14.15-15.45, 114

Old English is the oldest diachronic variant of English, used between ca. 700 and 1100 AD. It is more closely 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. (The university library also has a number of copies.)

Introduction to the History of English

PD Dr. Mollin: Mon, 11.15-12.45, 112

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

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

Introduction to the History of English

PD 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

PD 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 made available.

Proseminar II moderne Sprachwissenschaft**Regional Varieties**

PD Dr. Nesselhauf: Mon, 11.15-12.45, 113

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 New Zealand English and with second-language Englishes such as Indian English; a few English-based creoles such as Jamaican creole will also be looked at. We are also going to look in more detail at the language situation in some countries where different (types of) varieties of English are found, such as South Africa and Nigeria.

In addition to studying both the development and the present-day shape and usage of these Englishes theoretically, you will also learn how to perform your own investigations into varieties of English.

Cognitive Linguistics

Dr. Pleyer: Tue, 14.15-15.45, 108

Let's say I ask you to think of a bird (go on, do it now!). Why is it that you're more likely to name a robin or a blackbird than an ostrich or a penguin? And why do we *go our separate ways* when a relationship ends?

Questions like these can be answered using cognitive linguistics. In this framework, we see language as a cognitive phenomenon, along with other phenomena such as categorisation, perspectivation and metaphor. This means that cognitive linguists study how meaning and language use are related.

In this course we will look at important concepts in Cognitive Linguistics in four broad areas. We will start with the basics and explore the differences between Cognitive Linguistics and Chomsky's Universal Grammar, as well as the differences between human and animal communication systems. We will then

move on to the human ability to categorise and recognise patterns (e.g. prototypical birds, and when a cup stops being a cup and becomes a bowl with a handle). Thirdly, we will look at universals and variation, in particular how we acquire our first and second languages, and how this relates to linguistic relativity. Finally, we will focus on perspectivation, exploring how we use conceptual metaphors to express our perspectives on the world, how metaphors are embodied, and how we can use them in education.

The course will conclude with a term paper. Students will be required to conduct their own empirical research on a topic of their choice. Part of our class time will be devoted to teaching you the skills and methods you need to successfully work empirically.

Texts: All relevant texts will be made available at the beginning of the semester. Students who are interested in learning more about Cognitive Linguistics prior to the start of term are encouraged to read any of the following key texts (all available through our department library or the UB):

Geeraerts, D. (ed.) (2006). *Cognitive Linguistics—Basic Readings*. Berlin: Mouton de Gruyter.

Ungerer, F. & H.-J. Schmid (2007). *An Introduction to Cognitive Linguistics*. 2nd edn. Harlow; Munich: Pearson/Longman.

Evans, V. & M. Green (2006). *Cognitive Linguistics. An Introduction*. Edinburgh: EUP.

Kövecses, Z. (2010). *Metaphor. A Practical Introduction*. New York: OUP.

Sociolinguistics

PD Dr. Mollin: Wed, 11.15-12.45, 112

This seminar will introduce the discipline of sociolinguistics, which empirically studies the correlations between language use and social factors. We will tackle sociolinguistic research chronologically, beginning with the variationist classics and then moving on to increasingly more recent perspectives, such as speaker networks and communities of practice, and focus in some detail on the particular development of gender studies as one subbranch of sociolinguistics. Finally, current trends in sociolinguistics will be discussed, such as urban linguistics and language in the diaspora. Throughout, we will be reading actual empirical studies, and discussing not just their findings, but their research perspectives and methods as well, and will prepare practically for students' own sociolinguistic mini-study.

Students are expected to attend regularly, to read at home in preparation for class sessions, to give an oral presentation, and to conduct a small sociolinguistic project of their own, which will be poster-presented in a pilot stage at the end of the semester, and written up during the semester break.

Proseminar I Literaturwissenschaft

“Out and Proud”: Queer Theory and the Closet

Schmiegel: Mon, 11.15-12.45, 122

Across languages, “coming out” (of the closet) has been a central cultural metaphor for describing and making sense of LGBTQIA+ lives since the mid-twentieth century, and it has been similarly essential for the discipline of Queer Theory. While often celebrated for its emancipatory potential, the concept of coming out and its possibly problematic downsides have come under closer scrutiny recently. But how and when did it emerge? How has it developed historically? And how has it been perceived and represented in different forms of cultural production of the twentieth and twenty-first centuries? In this seminar, we will have a closer look at the cultural functions, historical developments, and representations in different media of the metaphor of the closet in an Anglo-American context through the lens of Queer Theory. Besides familiarising ourselves with some of the key texts of Queer Theory and its approaches to the closet, we will enrich our understanding by working with three novels that are often listed as classic “closet fiction”: Radclyffe Hall’s somewhat infamous *The Well of Loneliness* (1928), James Baldwin’s *Giovanni’s Room* (1956), and Rita Mae Brown’s *Rubyfruit Jungle* (1973). We will further discuss more recent cultural phenomena, including the popular trend of coming out on video among queer youth on YouTube, as well as the often-controversial discourses surrounding contemporary coming-out narratives such as Netflix’s popular show *Heartstopper*. Texts: Please bring a copy of *The Well of Loneliness*, *Giovanni’s Room*, and *Rubyfruit Jungle* (any editions). We will start with *The Well of Loneliness*, so please read it by the start of the semester.

Introduction to Marxism and the Interpretation of Culture

Schutzbach: Thu, 9.15-10.45, 108

A specter is haunting the present—it is Marxism, wielding a rusty hammer and sickle. To many today, Marxism seems to be just an anachronistic relic. At best, it is dismissed as idealistic utopianism which “sounds nice in theory but doesn’t work in practice;” at worst, it is immediately equated with brutal dictatorships and totalitarian terror. At the same time, however, we witness a certain revival of Marxist ideas in the face of economic crises, staggering social inequality, and looming ecological catastrophe. Either way, Marxism often remains a mere shorthand invoked by many, equally cloaked in crude misconceptions, simplifications, and one-dimensional truisms. But what is Marxism really all about? Isn’t it just an outdated theory that reduces everything to the economy? Hasn’t it always led to famine and the gulag? How can Karl Marx, a 19th-century economist, possibly help us make sense of today’s world? This seminar aims to clear up some common misconceptions about Marxism while also examining the relevance of Marxist criticism for some of the problems of the present. It will serve both as an introduction to the basics of Marx’s theoretical works, touching upon his theory of history and the critique of capitalism and ideology, and as a primer in Marxist cultural and literary criticism examining the relationship of cultural production and society at large. For this purpose, we will turn to several pieces of literature, including Rachel Kushner’s novel *The Flamethrowers* (2013) and an assortment of poetry, as well as to more recent media and online phenomena ranging from Instagram poetry to Jordan Peterson and the Netflix show *Stranger Things*. Please make sure to have read the novel before the start of the semester. The poems and additional reading material will be provided as we go along.

Introduction to Renaissance Tragedy

Cannings: Mon, 14.00-16.00, 113

This class shall serve as an introduction to early modern English drama, specifically through the revenge tragedy. Plots, poison, mistaken identity and letters written in blood are just a few of the devices used in such drama, often to great (and sometimes ridiculous) effect.

This class aims to make students familiar with how drama was performed in the late 16th and early 17th centuries, how the revenge tragedy grew as a popular form of entertainment during that time, the biographies of the three writers we shall be studying, and perhaps even how these stories survive or are interpreted in modern times. We shall be examining every act of each play in detailed analysis throughout the course.

Texts: The three texts are:

- *The Spanish Tragedy* by Thomas Kyd (1582-92)
- *Othello* by William Shakespeare (1603)
- *'Tis Pity She's a Whore* by John Ford (1626-33)

Due to their wonderful footnotes and additional information, as well as use of modern spelling, it is strongly recommended that students acquire the Arden editions of each text for this class.

Introduction to English Romantic poetry II: P.B. Shelley, Lord Byron, J. Keats

Dr. Hertel: Thu, 11.15-12.45, 112

This course is designed as an introduction to the younger representatives or 'second' generation of Romantic poets: Lord Byron, Percy Bysshe Shelley, and John Keats. They all had in common that they lived intensively, died young, and that they wanted to distinguish themselves from the older generation of writers like S.T. Coleridge or W. Wordsworth.

We will focus our attention on a close reading of a variety of poems and will at the same time shed some light on the literary, poetological, historical and socio-political context of the time.

The selection of texts will be available in form of a 'reader' (to be picked up in 'Copy Corner', Merianstrasse) by the end of September.

Texts: The following books can be recommended as a general introduction to English Romanticism:

Boris Ford (ed.), *From Blake to Byron*, The Pelican Guide to English Literature, 5 (Harmondsworth: Penguin Books); Jean Raimond and J.R. Watson (eds.), *A Handbook to English Romanticism* (New York, 1992); Duncan Wu (ed.), *A Companion to Romanticism* (Oxford, 1998).

Contemporary British Historical Fiction

Gillé: Wed, 11.15-12.45, 113

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

In this proseminar, we will have a closer look at contemporary British historical novels specifically in order to explore the abovementioned appeal of the genre and discuss aspects of its theory, including the origins of historical fiction and the many forms it can take. More importantly, however, this proseminar aims to

give you the tools you need to analyse and interpret narrative texts by building on the foundations of what you learned in the *Introduction to the Study of Literature*.

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

Jeanette Winterson, *The Passion* (1987)

Andrea Levy, *Small Island* (2004)

Maggie O'Farrell, *Hamnet* (2020)

Introduction to the Study of Fiction: Women, Science, and Fiction

Link: Wed, 9.15-10.45, 122

Our fascination with the science fiction genre remains unwavering. Classical as well as contemporary science fiction texts continuously resonate with their readers. Especially now, in an era marked by technological advancement, capitalism, consumerism, and the climate crisis, it seems especially important to contemplate the interplay between science and its profound impact on humanity.

In this course, we mostly explore the genre of science fiction through the lens of gender. We are going to look at the intricate relationship between women, science, and fiction through engaging in discussions, interpretative exercises, and critical analysis of the two novels mentioned below.

With the help of these texts, we will dive into the study of narrative: you will deepen the knowledge acquired in the *Introduction to the Study of Literature* by applying it to the selected books in close-reading sessions.

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

Texts: Mary Shelley, *Frankenstein; Or, the Modern Prometheus* (1818); Naomi Alderman, *The Power* (2016).

Witches and Outcasts—Nathaniel Hawthorne's *The Scarlet Letter* (1850) and Arthur Miller's *The Crucible* (1953)

Dr. Hänßgen: Tue, 11.15-12.45, 114

In this class, we'll take a closer look at the Puritan era in New England through the eyes of a 19th century descendant of one of the judges of the 1692/3 Salem Witchcraft Trial, Nathaniel Hawthorne, and through the eyes of a classic 20th century American playwright, Arthur Miller.

Hawthorne's "romance" follows an adulterous love affair and its offspring and shows how the adulteress wearing the scarlet A turns out beneficial to the community that shuns her.

Miller's background was the so-called (Second) Red Scare in the 1950s, when "communists" were hunted down and Miller himself had to stand trial. He focusses on the hysteria that preceded the trial and the question of integrity. The male protagonist first falsely confesses to engaging in witchcraft but ultimately renounces his confession to protect his family, accepting his execution.

Texts: Please purchase and read the texts in these editions:

- Hawthorne, Nathaniel. *The Scarlet Letter and Other Writings*, edited by Leland S. Person. A Norton Critical Edition. 2nd ed., New York; London: Norton, 2017.
- Miller, Arthur. *The Crucible*, ed. Soyica Diggs Colbert et al. Student Editions. London: Methuen Drama, 2022.

Selling Exploration

Dr. Elstermann: Mon, 14.15-15.45, 112

Exploration—be it of the open sea, the polar regions, or outer space—is often framed as an innately human urge, and an endeavour which serves a greater good or glory. On the other hand, there have always been opposing voices as well, raising concerns from hubris, to environmental impact, to the need for funding on issues closer to home.

In this class, we will examine narratives which steer public perception of large-scale exploration endeavours: those which pave the way for, explain, justify, or remember exploration in the face of significant (public) spending, atmospheric pollution, or loss of human lives; but also counter-narratives which argue against exploration in general, or individual projects in particular.

Our sources will include non-fictional texts, such as newspaper articles, presidential speeches and publications by the Geographical Society and similar organisations, as well as literary writing, which played a significant part in shaping public perception—and continues to do so. Our primary focus will be on British and American texts.

Approaching these narratives from literary and cultural studies, we will look for recurring patterns, metaphors, images, connotations, and potential links between fictional and non-fictional texts, and see how all of these develop over time and in different contexts. This will allow us to discuss and analyse narratives in relation to topics such as the idea of (national) heroism, shifting ideals of masculinity, imperialism, the Cold War, changing approaches to science and technology, ecocriticism, and neoliberalism.

Texts: You are expected to have read the novel *The Space Merchants* (Frederik Pohl and Cyril M. Kornbluth, 1953) before the start of term. Additionally, familiarise yourself with one failed expedition or mission (who, when, where, and what you consider 'failed' are all up to you). You will be asked about this at the beginning of term.

Writing Masculinity: Male Identity, Politics and Sexuality in American Literature after 1960

Rothvoss Buchheimer: Thu, 14.15-15.45, 113

In this class, we will critically engage with the way that masculinity is constructed and presented in the selected novels, as well as the inferred societal and political consequences of these constructions. Philip Roth's *Portnoy's Complaint* (1969) dramatizes the clash of extreme forms of desire and societal restrictions. Its narrator is trying to get to the bottom of his desires via a drawn-out conversation with his psychoanalyst. The novel offers deep insights into the psychological landscape of its protagonist and the cultural dynamics that shape his sense of (male) identity. Chuck Palahniuk's *Fight Club* (1996), similarly (but less elegantly), pits masculine propensities for violence against the restrictive limitations of civilized society. What emerges within the confines of the novel is a political resistance movement that aims to bring down modern civilization. We will problematize the novel's construction of masculinity (and the essentialist view of gender that can be inferred) and discuss the political implications of its stance on the relation of gender and society. With Philip Roth's *Everyman* (2006), we turn our attention to the implications of aging on the male body. Roth's second novel on this list highlights the essential fragility of constructions of male identity that center on a sense of physical superiority, which the aging and/or sick body erodes. With Ocean Vuong's *On Earth We're Briefly Gorgeous* (2019), we are leaving heterosexual male protagonists behind to explore the struggles of a homosexual man coming to terms with his identity in an abusive Vietnamese-American immigrant household as well as, more broadly, society at large. More specifically, we will examine how society reacts to (and retaliates against) men who do not conform to normative expectations of male gender roles.

[Trigger warning: The novels include graphic descriptions of masturbatory and sexual activity as well as violence and degrading behavior. We will use this course to examine the cultural roots of these phenomena and discuss how they still inform the contemporary discourse around masculinity.]

Texts: Please read at least the first two novels before the beginning of term. The remaining short novels can be read during the semester. Any further texts will be made available via Moodle. Any editions of the novels are fine.

Philip Roth, *Portnoy's Complaint* [1969]

Chuck Palahniuk, *Fight Club* [1996]

Philip Roth, *Everyman* [2006]

Ocean Vuong, *On Earth We're Briefly Gorgeous* [2019]

Intersectionality in Literary Studies

Dr. Assmann: Tue, 9.15-10.45, 108

In the last three decades, intersectionality has become a leading concept in cultural studies and other disciplines. Frequently, however, the concept is reduced to a 'scholarly buzzword', or applied in a way that replicates the social processes of categorisation and reductionist understanding of identity that the concept aims to disrupt. In this class, we will learn that intersectionality means much more than "race + gender + sexuality + class = complex identity" (Nash 2008: 6). In order to gain a deeper understanding of the concept, we will trace its genealogy in feminist and critical race theory, and see how it has been forged as an analytical tool to address discrimination and dismantle power structures. We will also examine the complexities of using a concept whose academic and political history are so closely entwined, and discuss how this feeds into our own applications of the concept and into intersectional readings.

Besides theoretical writings, we will read Bernardine Evaristo's 2019 novel *Girl, Woman, Other*, which we will use as a guide to intersectional theory and to unlocking its potential for literary studies. In this, we will not only explore how an intersectional approach informs our categories of literary analysis but also how we understand literature (and cultural production more generally) if we read through an intersectional lens.

Texts: Bernardine Evaristo, *Girl, Woman, Other* (2019)

Content note: this novel may be offensive to some readers, and contains sensitive content including sexual violence; please check before choosing this class, or feel free to skip problematic chapters while reading.

Artificial Intelligence and the Human Condition: Exploring Humanity through its Created Others

Sommer: Mon, 14.15-15.45, 122

In this course, we will examine literary depictions of human-made intelligent entities, focusing especially on how these beings are associated with and demarcated from, and how they reflect upon humanity. These entities' characteristics and reactions to them by humans can provide insight into different meanings of humanness, if or where the line between humanity and the non-human can be drawn as well as what kinds of human qualities, fears, delusions or aspirations are mirrored in, or projected onto, these artificial entities.

We will explore these issues in Shelley's *Frankenstein* (1818), Ishiguro's *Never Let Me Go* (2005) and McEwan's *Machines Like Me* (2019) using different cultural, literary, psychoanalytical and anthropological theories to deepen our understanding of the uses of artificial entities in these novels. Each one deals with different human-made entities, thus providing valuable insights into various relations between human selves and artificially created, othered beings in literary fiction.

Requirements: Regular attendance and preparation of reading materials, short presentation, brief exposé, for PS I Literaturwissenschaft: term paper (~12-15 pages), for PS I Kulturwissenschaft: oral exam (~15

mins)

Texts: Please acquire the following texts and read them before the start of term (any editions):

Mary Shelley, *Frankenstein; or: The Modern Prometheus* (1818),

Kazuo Ishiguro, *Never Let Me Go* (2005),

and Ian McEwan, *Machines Like Me* (2019).

South African Poets: The Importance of anti-Apartheid Poetry during the Black Consciousness Movement

van der Merwe: Mon, 11.15-12.45, 115

This course is centred on a time in South African history when people of colour faced the challenges of segregation, oppression and violence on a daily basis. Today, the system is known as apartheid. In this course we will examine poetry that accompanied the mid-1960s anti-apartheid activist movement fuelled and led by Steve Biko, namely The Black Consciousness Movement (BCM).

Black Consciousness Poetry is often political in nature and addresses issues such as human rights, rebellion and revolution. During the course of the semester, we will look at how the poets defied the censorship laws in place at the time, as well as how they helped the goal of the BCM: for the black community to regain their dignity and pride by celebrating and writing about their culture and lives.

We will discuss anti-apartheid poems written by revolutionary poets like Mongane Wally Serote, Chris van Wyk and Mzwakhe Mbuli, known as "The People's Poet." Among these are 'In Detention,' 'Child of the Song' and 'The Crocodiles.'

Texts: A 'reader' for this course will be available on Moodle after the semester starts.

Additional helpful books include *Black Consciousness and South Africa's National Literature* (2017); *I Write What I Like: Selective Writings by Steve Biko* (1978). [Note: you do not have to purchase any of these for the course.]

Proseminar II Literaturwissenschaft

Drama of the Irish Renaissance: Yeats, Synge and O'Casey

Dr. Hertel: Tue, 14.15-15.45, 110

In the course of this seminar, we shall be looking at four plays, which became important in connection with the movement of the 'Irish Renaissance' in the first part of the last century. After the Abbey Theatre in Dublin had opened in 1904, it soon became the centre of this resurgence of Irish nationalism and culture. The three dramatists chosen for discussion were closely linked to the Abbey Theatre and interested in addressing, each in his own way, the question of an Irish national identity in their respective plays.

We will analyse these plays against the background of their historical, political, and cultural context. We will also look into how they were received by contemporary audiences, and discuss their potential significance for an Irish identity.

Texts: Participants should have read the following texts by the beginning of the winter term:

W.B. Yeats, *Countess Cathleen* (1892), *Cathleen ni Houlihan* (1902); J.M. Synge, *The Playboy of the Western World* (1907); S. O'Casey, *The Plough and the Stars* (1926).

Since we will be working with **John P. Harrington (ed.) *Modern and Contemporary Irish Drama***, Norton Critical Edition (ISBN-9780393932430), **please purchase this book**. It contains Yeats' *Cathleen ni Houlihan* and Synge's *The Playboy of the Western World*. *Countess Cathleen* will be made available

by me before the start of term, and **for O'Casey please purchase *The Plough and the Stars* in the Faber & Faber edition** (ed. Christopher Murray, 2016, ISBN: 9780571331291).

The Victorian Age

Dr. Grundmann: Tue, 9.15-10.45, 114

This course covers British literature and culture during Queen Victoria's long reign from 1837 to 1901. Victorianism is often associated with moral hypocrisy, a devotion to duty, a belief in progress and the superiority of Western Civilisation. Yet the Victorian consciousness was also characterized by pessimism, doubt and horror about an increasingly industrialized and alienating world. Dealing with cultural, aesthetic and ethical issues, we shall read poetry by the poet laureate Alfred Lord Tennyson, by the Brownings, Hopkins and the Pre-Raphaelites, such as Christina and Dante Gabriel Rossetti. Excerpts of texts by Charles Darwin, John Ruskin and William Morris will be included in our discussion of Victorian ideas about economics, gender and religion, as well as three novels, by Charles Dickens (*Great Expectations*), Elizabeth Gaskell (*North and South*) and Thomas Hardy (*Far from the Madding Crowd*).

Texts: Please purchase the following books: Charles Dickens, *Great Expectations* (Oxford World's Classics, 2008); Elizabeth Gaskell, *North and South* (ed. by Patricia Ingham, Penguin 2011), Thomas Hardy, *Far from the Madding Crowd* (any edition of the 1874 version). I also recommend the following anthology: *The Penguin Book of Victorian Verse* (ed. Daniel Karlin, Penguin 1998), but as it is quite expensive, I shall upload the poems on Moodle as well.

Mary Shelley's *Frankenstein* in the Context of English Romanticism

Dr. Hertel: Wed, 14.15-15.45, 110

Mary Shelley's gothic novel *Frankenstein* is the ground-breaking work of a nineteen-year-old writer who conceived the idea for her story of the 'mad scientist' on a rainy night on Lake Geneva in the company of a circle of intellectual friends, among them Lord Byron and P.B. Shelley. One of the most interesting aspects of this novel is that it incorporates many different sources and influences—ranging from literary, medical, scientific to socio-political and philosophical.

This is why the main aim of this class is to do a close reading of the novel against the background of the period of English Romanticism.

Texts: Please purchase and read the novel in **the following (and ONLY IN THIS) edition**, which gives a combined reading of the final version (1831) as well as the original from 1818: Mary Shelley, *Frankenstein: Or, The Modern Prometheus*. Ed. Maurice Hindle. Penguin Classics. Harmondsworth, ISBN-13:978-0141439471

Troy Takes America: Eugene O'Neill's *Mourning Becomes Electra* (1931) and Madeline Miller's *The Song of Achilles* (2011)

Dr. Hänßgen: Fri, 11.15-12.45, 114

We will compare the 2011 best-selling novel by Miller and the 1931 trilogy of plays by O'Neill to the ancient versions of the respective myths and to each other to see how the use of different genres and the distance in publication make for a different reception.

We will follow the story of the events leading up and into the Trojan War through the eyes of Patroclus, the friend of the Greek champion Achilles—and, in Miller's version (following classical precedent), his lover.

And we'll take a look at the aftermath of the Trojan War in O'Neill's version, which places the events from Greek Mycenae in New England in the aftermath of the American Civil War (1861-65). His precursor is—among others—the oldest Greek playwright, Aeschylus (5th century BCE).

It's tough to belong to the House of Atreus: Even just in Agamemnon's part of it, we find human sacrifice, adultery, mariticide and matricide. Only after having been h(a)unted by the Erinyes and rescued by Athena does the matricide Orestes find peace. In the modern version, Orin stays haunted by the memory of his mother and, like her, commits suicide.

Texts: Please purchase and read the texts in these editions:

- Miller, Madeline. *The Song of Achilles*. 2011. London: Bloomsbury Modern Classics, 2017.
- O'Neill, Eugene. *Three Plays: Desire Under the Elms, Strange Interlude, Mourning Becomes Electra*. New York: Vintage International, 1995.

Embattled Bodies, Embodied Battles

Maasböl: Blockseminar, freitags von 9:15-12:45 Uhr; von 27.10.23-1.12.23, Raum: AS 113

This course aims to serve as an introduction to the body as a lens for literary criticism. We will gain an overview of different theoretical approaches to embodiment in literature and the evolution of the topic within literary criticism over time. Our approach to the topic will primarily be guided by three texts: Toni Morrison's *Beloved* (1987), N.K. Jemisin's *The Fifth Season* (2015), and the first trade paperback volume of the comic series *Saga* by Brian K. Vaughan and Fiona Staples (2012). These works make use of the expressive possibilities of genre and allegory that offer unique, multi-layered and intensely visceral perspectives on the body as both site and a symbol of violence and oppression as well as struggles for self-determination and defiant joy in self-expression. Spanning different genres and media, all three works depict bodies impacted by conflicts of familial, societal, or even planetary scale—and the conflicts themselves made afresh in allegorical embodiment. Our analysis of these texts will be supplemented by additional reading of short fiction, poetry, and theory. We will engage with different theoretical approaches to embodiment in literature, taking on questions of representation, marginalization, sexualization, racialization, violence, disability, sexism, and gender non-conformity—and their many intersections. Please note that this course will be taught in blocks of four hours every Friday from October 27th to December 1st. Please read these texts until the beginning of term: *The Fifth Season*, N.K. Jemisin (Orbit 2015) *Beloved*, Toni Morrison (Vintage 2016 edition) *Saga: Volume One*, Brian K. Vaughan and Fiona Staples (Image Comics 2012)

The Tragic Android

Burlingame-Goff: Wed, 9.15-12.45, 108

Audiences have long been fascinated with characters who are both “us” and “not us.” Technological hybrids, combining, as they do, both organic and synthetic natures, are no exception. Recent advancements in computer science have made the question of where these entities “belong” even more pressing.

This class will be devoted to establishing the link between mixed-heritage individuals in American abolitionist writings and those in science fiction, at the same time questioning why these characters are so often portrayed as tragic outsiders. We will begin with the short stories of Lydia Maria Child and end with the androids, cyborgs, and AI portrayed in films and television series including *Star Trek*, *Blade Runner*, *Robocop*, *A.I.*, and *Her*.

Class sessions will last three hours every week to accommodate the length of the television episodes and films. Final grades will be based on a short verbal presentation, an in-class exam, and a paper examining the tragic android in a modern novel.

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.

Proseminar I Kulturwissenschaft

Introduction to Marxism and the Interpretation of Culture

Schutzbach: Thu, 9.15-10.45, 108

This course is also listed as "Proseminar I Literaturwissenschaft." Its description can be found on page 20.

"Out and Proud": Queer Theory and the Closet

Schmiegel: Mon, 11.15-12.45, 122

This course is also listed as "Proseminar I Literaturwissenschaft." Its description can be found on page 20.

Intermediality in Literature and Culture: A Course on Method

PD Dr. Peterfy: Thu, 14.15-15.45, 122

In recent years, *intermediality* has become the most widely used term to describe the various interactions between different media. It encompasses the study of the so-called sister arts (painting and literature), of adaptations, performance art, and of any cultural practice that is grounded in different media discourses. Although in our everyday lives we are generally spontaneous and highly competent consumers of intermedial art forms, the analytic study of intermediality requires a more conscious approach that takes both general methodological, and individual historical aspects into account. In this course, we will look at some key documents on various theories of intermediality, and also at a number of case studies that will allow you to develop an analytic tool-kit for the study of intermediality in culture. Among other things, we will look at the interpretation of text-image constellations (ekphrasis, citation, mixed media), at spectacles and public multi-media performances, at cultural cross-currents between music and other arts, at cinematic adaptations of literary works, at documentary approaches making use of image and text. Most importantly, all examples will be studied in their individual historical contexts.

Requirements: Participation in classroom discussions, oral presentation, term paper

Texts: All materials will be made available on moodle.

A Decade of Centenaries

O'Brien/Gaston: Thu, 14.15-15.45, 108

The decade spanning the years 1912-1922 has been described by Enda Kenny, the Irish Taoiseach (2011-17), as 'the defining period of our modern history'. We are at the end of the centenary anniversary of this revolutionary decade. We will examine and explore a number of significant events from this decade including the *Ulster Covenant*, the *1913 Lockout*, the *First World War*, the *Easter Rising*, the *1918 elections* and *the first Dáil*, the *Anglo-Irish War/War of Independence*, the *Treaty* and the subsequent *Civil War*. All of these events played a vital role in the formation of the Northern Irish and Irish states. We will attempt to place them in an (all-Ireland) historical context and see how they have been and are being commemorated in both parts of the island.

Texts: Dorney, John (2013). *'Peace After the Final Battle'. The Story of the Irish Revolution 1912-1924*. Dublin: New Island Books.

Fanning, Ronan (2013). *Fatal Path. British Government and Irish Revolution 1910-1922*. London: Faber & Faber.

Ferriter, Diarmaid (2015). *A Nation and not a Rabble. Irish Revolutions. 1913-1922*. London: Profile Books.

Foster, R.F. (2015). *Vivid Faces: The Revolutionary Generation in Ireland, 1890-1923*. London: Penguin.

Fitzpatrick, David (1998). *The Two Irelands, 1912-1939*. Oxford: OUP.

Grayson; Richard (2009). *Belfast Boys: How Unionists and Nationalists Fought and Died Together in the First World War*. London: Continuum.

Horne, John (ed.) (2008). *Our War. Ireland and the Great War*. (The 2008 Thomas Davis Lecture Series) Dublin: Royal Irish Academy.

Killeen, Richard (2007). *A Short History of the Irish Revolution 1912-1927*. Dublin: Gill Books.

Pařeta, Senia (2003). *Modern Ireland: A Very Short Introduction*. Oxford: Oxford Univ. Press.

Selling Exploration

Dr. Elstermann: Mon, 14.15-15.45, 112

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

Intersectionality in Literary Studies

Dr. Assmann: Tue, 9.15-10.45, 108

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

Artificial Intelligence and the Human Condition: Exploring Humanity through its Created Others

Sommer: Mon, 14.15-15.45, 122

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

Proseminar II Kulturwissenschaft

The Victorian Age

Dr. Grundmann: Tue, 9.15-10.45, 114

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

The Tragic Android

Burlingame-Goff: Wed, 9.15-12.45, 108

This course is also listed as "Proseminar II Literaturwissenschaft." Its description can be found on page 27.

Proseminar III Sprachwissenschaft

Varieties of English in the Southern Hemisphere

PD Dr. Nesselhauf: Mon, 9.30-11.00, 113

This seminar will be concerned with all the different types of varieties that can be found in the Southern Hemisphere. In addition to the larger first-language varieties of Australian English and New Zealand English, we will also discuss smaller first-language varieties such as the ones found on some South Atlantic Islands, second-language varieties of English (as used, for example, on some Pacific Islands) and English-based creoles (such as Tok Pisin). Special attention will also be given to the varieties of English used in South Africa. We will cover issues such as the structure and use of these various Englishes, their socio-linguistic and regional distribution, and their historical emergence, and also discuss possible reasons for the similarities of some of the first-language Southern Hemisphere varieties. At a more general level, we will also deal with theories of world Englishes and with the different methodological approaches to the study of varieties.

Requirements for a PS III (6 CPs) include a presentation and analysis tasks, for a HS (8 CPs) a presentation, analysis tasks, and a seminar paper (with preparatory poster).

Texts: Introductory Reading: Schneider, Edgar (2011/2020): *English Around the World*. Cambridge: CUP.

Language and Gender in Education

Dr. Pleyer: Mon, 14.15-15.45, 108

In this course, we want to explore language and gender in a particular context, namely that of education. Coming from a critical, intersectional and feminist linguistic position, we will seek to understand the role that language and gender play in school and university. Some prior knowledge of language and gender theories is certainly a good asset for this course, but by no means a requirement.

After a brief introduction to language and gender research, the course has four broad themes. First, we will examine how children acquire gendered (linguistic) behaviours, both from their caregivers and in peer play interactions. Secondly, we will focus on the primary school, learn about the role of gender in the hidden curriculum, and investigate the ways in which classroom reading contains gender stereotypes. Then we move on to secondary schools, and look at gendered practices in the foreign language classroom. Finally, we will consider the university seminar and look at how lecturers and students are perceived and present themselves in gendered ways.

During the semester, students will have the opportunity to research and present their own empirical projects on an aspect of language and gender in education. Part of our class time will be devoted to providing you with the skills and methods you need to successfully work empirically.

With its focus on the educational context, this course is primarily aimed at students who intend to teach in secondary or tertiary education; however, teaching experience is not a prerequisite for participation. Students who don't intend to become teachers but who have an interest in the education of young people are of course also welcome.

Texts: All relevant texts will be made available at the beginning of the semester. Students who are interested in learning more about language and gender prior to the start of term are encouraged to read any of the following key texts (all available through our department library or the UB):

Coates, Jennifer. 2004. *Women, Men and Language*. Harlow: Longman.

Coates, Jennifer (ed.) 1998. *Language and Gender. A Reader*. Oxford: Blackwell.

Litosseliti, Lia. 2013. *Gender and Language: Theory and Practice*. London: Hodder Arnold.

The Mental Lexicon

PD Dr. Mollin: Thu, 9.15-10.45, 113

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

Text and Context

Dr. Kirner-Ludwig: Wed, 9.15-10.45, 114

Text and *context* are inherently dependent upon one another and so are the notions of synchronicity and diachronicity. They do not stand on their own or for themselves: research into any medieval text should allow for modern (yet not anachronistic!) deliberations and any synchronic status quo of varieties and texts will essentially benefit from considering earlier stages of their development. This class is concerned with a range of contrastive case studies in which text types will be diachronically paralleled and discussed. The broad textual range to be addressed will cover forensic protocols as well as marginalia in manuscripts up to graffiti and hypertext as well as texts as old as Beowulf and their telecinematic renditions. Preexisting basic knowledge in at least one medieval English variety (Old or Middle English) is highly recommended for this seminar.

Details on relevant literature will be provided in class.

Grading is as follows:

BA students (PS III 6 LP): regular attendance, active participation and preparation, a presentation in class and timely submission of a short research paper (empirical case study, max. 10 pages)

Master students (HS 8 LP): regular attendance, active participation and preparation, a presentation in class and timely submission of a term paper (empirical study, 15-20 pages)

NB: Term papers are due by 15 February 2024, 10am.

The Pragmatics of Quoting

Dr. Kirner-Ludwig: Tue, 11.15-12.45, 112

In this class, the different linguistic strategies used to signal and frame the reporting and quoting of others' speech as acts of recontextualizing will be analysed, particularly in relation to phenomena that have become widespread in recent times, e.g. the quotative like, air-quoting, etc. and in relation to specific text-types like tweets, memes, literary and academic texts, and in newspaper language, speeches etc. Through developing their own projects and case studies, students will be able to investigate some of these phenomena in an applied manner. Details on relevant literature will be provided in class. Grading is as follows:

BA students (PS III 6 LP): regular attendance, active participation and preparation, a presentation in class and timely submission of a short research paper (empirical case study, max. 10 pages)

Master students (HS 8 LP): regular attendance, active participation and preparation, a presentation in class and timely submission of a term paper (empirical study, 15-20 pages)

NB: Term papers are due by 15 February 2024, 10am.

Proseminar III Literaturwissenschaft

Metaphysical Poetry

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

In this seminar we will look at the poetry written in Britain in the first half of the 17th century. John Donne and George Herbert will be the central figures among a wide range of poets we will encounter. Not the least of our tasks will be a discussion of the label "Metaphysical Poetry." Does this traditional term still deliver critical insights? 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. (3) Attend the first meeting or make your apologies in advance.

Literature Turned Spectacle: Performative Practices in 19th Century US-American Culture

PD Dr. Peterfy: Wed, 14.15-15.45, 110

In this seminar, we will discuss 19th-century literary texts alongside performative adaptations that can be termed "spectacles" because they emphasized pluri-medial aesthetic experiences instead of the written word. Americans in this era were not just enthusiastic readers of literature, but also frequent theatre-goers. In their search for ever new forms of engagement with literature, they also created and attended other forms of public performances based on literary texts, many of which involved their own participation in one way or another. In this seminar, we will look at a sample of these hybrid performative genres, such as burlesques, musicals, tableaux vivants, melodramas, carnivals, vaudeville productions, extravaganzas, pageants, etc. We will examine these examples of American culture with the critical tools of literary, performance, and media studies, and with the help of digital archives and electronic databases.

Requirements for HS:

Participation in classroom discussions, oral presentation, term paper

Requirement for PS III:

Participation in classroom discussions, oral presentation and term paper, or oral exam.

Sincerity and Authenticity in American Literature

PD Dr. Löffler: Thu, 16.15-17.45, 122

This seminar explores a variety of texts in American literature of the post45 period that all share a commitment to forms and expressions of sincerity and authenticity. In that, they oscillate between varieties of realism, seeking to craft most reliable representations of specific social worlds, and versions of confessionalism, in which the truth of the narrative hinges on the purest and most immediate forms of self-expression. These literary explorations of authenticity have come in a number of different shapes and genres, challenging the more experimental, fabulist literatures of the post45 era that we typically identify with postmodernism and its aftermath.

Reading post45 US literature against the grain of postmodernism proper, we will explore the epistemological, spiritual-therapeutic, and ethno-political dimensions of sincerity and authenticity. We will start out by reading J.D. Salinger's *Catcher in the Rye* and a number of shorter texts that became well-known in the context of the so-called Beat Generation. We will then explore the poetics of the confessional poets. Here, we will focus on Sylvia Plath's novel *The Bell-Jar* as well as a number of her and Anne Sexton's poetry. The third section of the seminar is devoted to neo-realist literatures of the 1980s and 1990s. Our main example will be Richard Ford. We will conclude the seminar with a fourth section, in which we investigate the New Sincerity movement of the 2010s and 2020s. Ben Lerner and Karl-Ove Knausgaard will serve as our representative authors.

This will be a reading intensive seminar. Please make sure your schedule allows for the time necessary to prepare the individual sessions throughout the term.

Texts: Please buy and read the following books

J.D. Salinger *The Catcher in the Rye*

Sylvia Plath *The Bell-Jar*

Richard Ford *Independence Day*

Ben Lerner *Leaving the Atocha Station*

Karl-Ove Knausgaard *A Man in Love (My Struggle 2)*

America as Myth and Symbol

Prof. Dr. Leypoldt: Tue, 14.15-15.45, 122

“America” refers to a place, but it also represents a variety of cultural myths and symbols about the meaning of the founding and evolution of what is now the United States. In this course, we will look at some important foundational myths and symbols: Columbus, Pocahontas, the Promised Land, the Puritans, the Founding Fathers, Liberty/Democracy, the Melting Pot, Virgin Land, the Self-Made Man, etc. Our aim is to trace the origins, multiple adaptations and political functions of these myths and symbols from the early-seventeenth-century settler colony to the twentieth-century culture wars. We will also ask some general questions about the relevance of myth within civil-religious perceptions about national/ethnic belonging and identity.

Texts: Please buy the following book:

Heike Paul, *The Myths That Made America* (Transcript).

All other materials will be provided on Moodle by the beginning of term.

Authorship and the Making of Literary Prestige

Prof. Dr. Leypoldt: Tue, 16.15-17.45, 122

This course will examine the socio-institutional aspects of literary authorship. Looking at developments since the 1960s, we will explore how the space of the literary has adapted to such structural changes as the education revolution, the expansion of academic creative writing, and the new marketing regimes epitomized by conglomerating publishers, deal-brokering literary agents, and new and digital delivery systems. Our focus lies on the making of literary authority: We will look at the relevance and function of literary prizes, and explore how curators and institutions distinguish the prize-worthy from apparently lesser forms (“middlebrow,” “genre fiction,” etc.). We will also frame the question of literary value in transcultural terms: How does authority emerge in world-literary space? Who gets to divide the world into perceived “centers” and “peripheries”? And how does the making of literary prestige relate to democratic representation (“another white male European Nobel winner this year”)? We will look at research from a variety of disciplines (literary sociology, publishing studies, book history, cultural studies), but also consider how the realities of authorship present themselves in the fiction, paratexts, and self-ethnographies of contemporary writers.

Texts: Please by the following two texts:

Rebecca F. Kuang, *Yellowface* (2023)

Emma Healey, *Best Young Woman Job Book: A Memoir* (2022).

All other materials will be provided on Moodle by the beginning of term.

Transculturality: Theoretical Approaches and Literary Practices

PD Dr. Hirsch: Thu, 16.15-18.45, Seminarraum P18, Grabengasse 14-18

Coined by Fernando Ortiz in 1940 and elaborated by Wolfgang Welsch and Mikhail Epstein in the 1990s, the concept of transculturality has substantially gained ground as a new field of study both in the humanities and in social sciences. Whereas competing terms such as inter- or multiculturalism entrenched distinctions based on power and hierarchy, transculturality proved to be a somewhat more flexible and pragmatic alternative. Seeking to do justice to the complex relations between identity and diversity, it has facilitated a new perspective on globalisation, which puts a stronger emphasis on intersections and plurality. Moreover transculturality tends to undermine collective entities such as society, nation or culture by insisting on multipolarity and the efficacy of dynamic interactions.

Based on a theoretical framework to be established at the beginning of this course, we will explore key literary engagements with transculturality. Using *The Satanic Verses* as our starting point, we shall discuss idiosyncrasies, continuities and realignments throughout four decades of contemporary British and American writing from Rushdie to Adichie.

Texts: Primary Sources

Adichie, Chimamanda Ngozi, *Americanah*. HarperCollins edition.

Kureishi, Hanif, *The Buddha of Suburbia*. Faber edition.

Rushdie, Salman, *The Satanic Verses*. Vintage edition.

Smith, Zadie, *White Teeth*. Penguin Books edition.

Further Reading

Dagnino, Arianna, *Transcultural Writers and Novels in the Age of Global Mobility*. West Lafayette, 2015.

Lange, Bernd Peter / Dirk Wiemann. "Transcultural Britain: An Introduction," in: *Journal for the Study of British Cultures*, 15:1 (2008), pp. 3-10.

Lindberg-Wada, Gunilla (ed.), *Studying Transcultural Literary History*. Berlin, 2006.

Schulze-Engler, Frank / S. Helff, (eds.), *Transcultural English Studies: Theories, Fictions, Realities*. Cross/Cultures. Readings in the Post/Colonial Literatures in English 102. ASNEL Papers 12. Amsterdam, 2009.

5 Hauptseminare

Hauptseminare Sprachwissenschaft

Varieties of English in the Southern Hemisphere

PD Dr. Nesselhauf: Mon, 9.30-11.00, 113

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

Language and Gender in Education

Dr. Pleyer: Mon, 14.15-15.45, 108

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

The Mental Lexicon

PD Dr. Mollin: Thu, 9.15-10.45, 113

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

Experimental Pragmatics

Prof. Dr. Landert: Tue, 14.15-15.45, 114

In this course, we will discuss and apply a broad range of experimental methods that have been used to study pragmatic features, such as speech acts, hesitation and turn-taking. Thus, we will leave aside both introspective methods, which rely on the researcher's language intuition, and field methods, which rely on the analysis of existing data, be it in the form of corpora or small samples of language. Instead, we will focus on methods that generate new data for research purposes. Such experimental data have the great advantage that they can be produced for exactly the groups of speakers and types of settings needed for a given research question. At the same time, experimental set-ups run the risk of creating contextual constraints that are untypical of language use in everyday life and which may limit the analytic insight that can be gained from them.

We will look at different phases and types of experimental approaches, starting with the highly influential Cross-Cultural Speech Act Realization Project that was carried out in the 1980s and that relied on discourse completion tasks, continuing with role plays, map tasks, tangram tasks and the like, and ending with recent neurocognitive methods that rely on the measuring of brain activity. As far as possible, we will learn to apply these methods ourselves. All students will develop and carry out their own project in experimental pragmatics, which will result in a term paper. The research design of the projects will be presented in class.

Registration: via SignUp. For questions concerning sign-up procedures, please contact Claudia Schmidt at sekretariat.landert@as.uni-heidelberg.de

Texts: All readings will be made available on Moodle.

The Pragmatics of Quoting

Dr. Kirner-Ludwig: Tue, 11.15-12.45, 112

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

Text and Context

Dr. Kirner-Ludwig: Wed, 9.15-10.45, 114

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

Hauptseminar Literaturwissenschaft**Metaphysical Poetry**

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

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

Literature Turned Spectacle: Performative Practices in 19th Century US-American Culture

PD Dr. Peterfy: Thu, 14.15-15.45, 110

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

Sincerity and Authenticity in American Literature

PD Dr. Löffler: Thu, 16.15-17.45, 122

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

Authorship and the Making of Literary Prestige

Prof. Dr. Leypoldt: Tue, 16.15-17.45, 122

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

What is Contemporary Literature?

PD Dr. Löffler: Thu, 9.15-10.45, HCA Stucco

In this class, we are reading a selection of texts—mostly fiction, some poetry—that have shaped the most recent developments in Anglo-American literature and have been referred to as "contemporary." In approaching these texts and their surrounding critical debates, we will ask questions about the particular nature of the "contemporary." When did literature become contemporary? What came before? And how can we describe this transition? If there is something like "the contemporary," what are its constitutive features? These and related questions will guide our readings as we trace the evolution of US and European literature since the 1990s. At the end of the seminar, students will be able to talk comfortably about labels such as "New Sincerity," "Millennial Fiction," or "Turn to Memoir" (and some more) while positioning the texts these rubrics represent against the literary legacies of 1960s, 1970s, and 1980s, most prominently postmodernism.

This seminar is fairly reading intensive and suited in particular for students with literary-theoretical leanings.

Texts: Please buy and read:

Bret Easton Ellis *American Psycho*

Katsuo Ishiguro *The Buried Dragon*

Ben Lerner *Leaving the Atocha Station*

Claudia Rankine *Citizen*

Otessa Moshfegh *My Year of Rest and Relaxation*

Transculturality: Theoretical Approaches and Literary Practices

PD Dr. Hirsch: Thu, 16.15-18.45, Seminarraum P18, Grabengasse 14-18

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

6 Kolloquien

Kolloquien Sprachwissenschaft

Research Colloquium

Prof. Dr. Landert: Tue, 16.15-17.45, 114

This colloquium is open to all students who are interested in discussing research in English Linguistics, irrespective of their current level of studies.

Note: Students who plan to write their final thesis (BA thesis, MEd thesis, MA thesis) with Prof. Landert are expected to attend the research colloquium.

We will discuss recent and ongoing research in English Linguistics and explore methodological and theoretical challenges. 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 will read and discuss recently published research articles.

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

Colloquium for Exam Candidates

PD Dr. Mollin: Wed, 9.15-10.45, 112

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.

Colloquium (exams and theses)

PD Dr. Nesselhauf: Wed, 10.00-11.00, 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.).

The sessions for exam candidates will be on the following dates: 15 Nov, 29 Nov, 10 Jan, 17 Jan (always Wednesdays 10-11), plus two intensive sessions closer to exam time, on Wednesday 21 Feb and Wednesday 28 Feb, both from 9:30-13:15.

The sessions for students who are writing a BA or MA theses with me or are planning to do so are on 8 Nov, 22 Nov, 6 Dec, 13 Dec, 20 Dec, 24 Jan, 31 Jan, 7 Feb (always Wednesdays 10-11), plus two longer sessions—one on Wednesday 6 March, 10:00-12:00, and one in the first half of October, time t.b.a.

If you are already registered with me for either an oral exam in the following semester or for a BA or MA thesis, you are automatically part of this colloquium, so separate registration is not necessary. Otherwise, please register by email: Nadja.Nesselhauf@urz.uni-heidelberg.de.

Kolloquien Literaturwissenschaft

Examenskolloquium

Prof. Dr. Schnierer: Mon, 14.15-15.45, 115

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

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

7 Oberseminare Literaturwissenschaft

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

Prof. Dr. Nünning: Tue, 14.00-16.00, 115

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.

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

Fachdidaktik BA

Multiple Facets of Culture in Second Language Education

Bondarenko: online self-learning

See [description online](#).

Fachdidaktik 1 im M.Ed.

Didactics 1: Essentials for teaching English

Mußmann: Tue, 9.15-10.45, 115

Essentials for teaching English

In this course, we are going to link theories of didactics and methodology to their use at school, starting with central aspects of teaching English today such as vocabulary, grammar, culture, communication, speaking and texts, considering digital tools whenever suitable. Practical, hands-on material will be presented, evaluated and compiled by participants of this course.

This serves as an immediate preparation for your internships, Referendariat and later job as teachers.

Depending on your experience and 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

Teaching EFL through tasks (TEFL)

Prof. Dr. Müller-Hartmann: Tue, 16.15-17.45, INF 561-562: 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, 2023.

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Fachdidaktik 2 im M.Ed.

Multilingual education and multilingual assessment in the EFL classroom

Prof. Dr. Vogt: Block—04.10., 05.10. and 06.10.: each day 9.00-17.00; 07.10. 9.00-13.00 (Neubau: Im Neuenheimer Feld 561-562; Room: to be announced)

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. The course will use results from the award-winning ERASMUS project TALE (Teachers' Assessment Literacy Enhancement).

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Didactics 2: Teaching literature

Mußmann: Tue, 11.15-12.45, 115

Interested in finding out about approaches to teaching fiction at high school?

After a general introduction of how to work with texts/plan a unit, we are going to pursue a **practice-oriented approach** and, **based on** methodological/ didactic **theories**, look at **how to deal with fiction of various genres** at school. **Designing lesson/unit plans** as well as **evaluating material and students' texts/clips/speeches** (I'll provide) are crucial parts of this class.

This serves as an essential preparation for your internships and later jobs as teachers :-).

We will focus on interesting texts that can be well used at school, such as the **short story/ novella** *The Embassy of Cambodia* (part of the new "Abitur"-curriculum !), the **novel** *Refugee* and the **graphic novel** *The Arrival*.

In this context, furthering high school students' cultural and communicative competences on different levels, also by employing **digital tools**, are taken into account.

Depending on participants' interest, films/clips or further texts may be considered.

Texts:

Please purchase the following editions and read *Refugee* by November 1:

- Alan Gratz, *Refugee*, 2017 (Klett—ISBN **978-3-12-578223-5**)
- Shaun Tan, *The Arrival*, 2007 (A. Levine Books—ISBN **978-0-7344-1586-8**).
- Zadie Smith, *The Embassy of Cambodia*, 2013 (Klett—ISBN **978-3-12-577647-0**)

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

Requirement: regular attendance, active participation & term paper

Telecollaboration—Foreign Language Learning through International Encounters (TEFL)

Prof. Dr. Müller-Hartmann: Tue, 14.15-15.45, INF 561-562: A 236

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. 17th) 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, 2023 (Andreas.Mueller-Hartmann@ph-heidelberg.de).

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Fachdidaktik 3 im M.Ed.

Fachdidaktik 3 im MoE

Wesch: Thu, 9.30-16.00, 114

Studierende, die das Schulpraxissemester im kommenden Herbst 2023 absolvieren, MÜSSEM VERPFLICHTEND an folgenden ZWEI rahmenden Block-Veranstaltungen teilnehmen:

erste Blocksitzung: 06. oder 13. (TBA) Juli 2023, 9.30—14 Uhr

UND

zweite Blocksitzung: 11. oder 12. (TBA) Januar 2024, 9.30—16 Uhr

Sollte die erste Sitzung versäumt werden, kann für dieses Semester keine Anerkennung der Studienleistung mehr erfolgen.

Die Studienleistung besteht aus zwei Veranstaltungen: der erste Teil wird bereits im Sommersemester vor Antritt des SPS erbracht und im darauffolgenden Wintersemester mit der zweiten Veranstaltung des Moduls 3 gemeinsam verrechnet. **Nur bei erfolgreichem Besuch beider Veranstaltungen kann eine Verrechnung der Leistungspunkte erfolgen.** Beide Veranstaltungen finden in Präsenz statt. **Die Erbringung einer alternativen Lernleistung ist nicht vorgesehen.**

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 abgeschlossen (die erste Blocksitzung hat bereits stattgefunden)

8 Sprachpraxis

Pronunciation Practice AE

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

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

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

Y. Ganz	Mon, 11.00-11.45, 110
Y. Ganz	Mon, 12.00-12.45, 110
Y. Ganz	Mon, 13.00-13.45, 110
Y. Ganz	Mon, 16.00-16.45, 110
Y. Ganz	Mon, 17.00-17.45, 110

Pronunciation Practice BE

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

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

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

A. Mau	Tue, 11.00-11.45, 108
A. Mau	Tue, 12.00-12.45, 108
A. Mau	Tue, 13.00-13.45, 108
A. Mau	Tue, 14.15-15.00, 113
A. Mau	Tue, 15.15-15.45, 113
A. Mau	Tue, 16.15-17.00, 112

English in Use

Text Comprehension

Pfister: Thu, 09:15-10:45, 116

We will work on a different text in every class session to investigate how language choices effect narration and characterization. Vocabulary, grammar, and stylistic devices will serve as our entry to the exciting world of literary usage.

Translating Texts

Pfister: Thu, 11:15-12:45, 115

In this course we will examine German translations of English texts to discover how typical usage structures are successfully—or unsuccessfully—recreated in another language. Our focus will be on vocabulary, grammar, and sentence structure.

Tense and Aspect

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

D. O'Brien	Tue, 9.15-10.45, 113
D. O'Brien	Tue, 11.15-12.45, 113
K. Henn	Tue, 14.15-15.45, 116
K. Henn	Tue, 16.15-17.45, 108
K. Henn	Wed, 14.15-15.45, 108
K. Henn	Wed, 16.15-17.45, 116
D. O'Brien	Thu, 9.15-10.45, 112
D. O'Brien	Fri, 9.15-10.45, 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.

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

C. Burlingame-Goff Thu, 9.15-10.45, 122

C. Burlingame-Goff Thu, 11.15-12.45, 122

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

B. Gaston Mon, 11.15-12.45, 108

K. Henn Tue, 11.15-12.45, 116

D. O'Brien Tue, 16.15-17.45, 113

K. Henn Wed, 11.15-12.45, 122

Dr. Föhr Thu, 11.15-12.45, 110

Essential Skills for Writing for Repeat Students

Essential Skills for Writing for Repeat Students

Dr. Föhr: Fri, 9.15-10.45, 115

Dr. Föhr: Fri, 11.15-12.45, 115

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

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

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

Structure and Idiom

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

Students should have passed Essential Skills for Writing to register for this course!

B. Gaston Tue, 14.15-15.45, 112

B. Gaston Tue, 16.15-17.45, 116

Dr. Föhr Wed, 9.15-10.45, 110

Dr. Föhr Wed, 11.15-12.45, 110

D. O'Brien Fri, 11.15-12.45, 122

Advanced English in Use

Fables, Fairy Tales and Ballads

Burlingame-Goff/Gaston: Tue, 9.15-10.45, 122

Burlingame-Goff/Gaston: Tue, 11.15-12.45, 122

This course focuses 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.

Clarity 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.

Theatrical Reviews

Burlingame-Goff: Wednesday, October 4; Thursday October 5; Friday, October 6: 9:00-12:00 and 14:00-17:00; Saturday, October 7 and Sunday, October 8. Room 122.

This course will take place from October 4-8 and include attendance at the 2023 US Army IMCOM Europe Entertainment One-Page Play Festival on Saturday, October 7 and Sunday, October 8.

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-Page Play Festival and writing a review of an English-language one-act. Transportation, 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 4; Thursday October 5; Friday, October 6: 9:00-12:00 and 14:00-17:00; Saturday, October 7 and Sunday, October 8: The festival schedule is not yet set, but you should keep the entire day free.

9 Sonstiges

Film and Society

Burlingame-Goff: Wed, 18.00-21.30, 108

The Film industry has become so international that a non-English-language film was able to win the Academy Award for Best Picture in 2020 (*Parasite*). This semester we will be investigating whether a director's nationality and acculturation can make itself felt in such a global environment and lend their work a particular, distinct, sensibility. Approximately half the films we will be watching are by individuals who did not grow up in America or the United Kingdom and have brought an "outsider's" perspective to their work (including Pedro Almodovar, Chloe Zhao, Ang Lee, Mira Nair, Guillermo de Toro, and Wim Wenders). The other half of the films we will watch are by Hollywood "insiders" who have been heavily influenced by non-English language traditions (including Sophia Coppola, Quentin Tarantino, Billy Wilder, Wes Anderson, and James Whale). 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.

This is a voluntary class, so no registration via SignUp is necessary/possible—just turn up to the first session!

Hot Off the Press

Dr. Jakubzik & Dr. Elstermann: Wed, 16.15-17.45, 114

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.