

KOMMENTIERTE ANKÜNDIGUNGEN ANGLISTIK

Anglistisches Seminar

Wintersemester 2025/26



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 Department of English Studies, Ruprecht-Karls-Universität Heidelberg, Germany, in the winter term 2025/26, including registration procedures and the preparation that is expected of students before the beginning of the term.

Please note that there are two sources of information on lectures that are partly based on different data: “[heiCO](#)”, and our [homepage](#), containing both a PDF and an online version of this course catalog. Finally, recent information regarding courses at the Department of English Studies can always be found under [Aktuelles](#). All these sources are good—should they diverge on a specific course, please check [Aktuelles](#) and send an email to studium@as.uni-heidelberg.de if [Aktuelles](#) does not explain the divergence.

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 Department of English Studies below, before you contact your lecturers or advisors.

Key Dates and Deadlines

Lecture Period	Oct 14, 2025-Feb. 7, 2026
Freshers' Day (BA students)	Oct 8, 2025
Information meeting for students newly enrolled in our M.Ed.	Oct 13, 11:00-12.30, room 108
HSE compact introductory days for new students in the Master of Education (M.Ed.)	tba.
Holidays	Dec 22-Jan 6, 2026
Obligatory online registration for seminars - Proseminar I,II Literaturwiss. - Proseminar I,II Sprachwiss. - Proseminar I,II Kulturwiss. - Proseminar III Sprachwiss. - Hauptseminar Sprachwiss. - Lectures	Jul 21-Sep 14, 2025
Lectures (including Phonetik, Einführung in die Literaturwissenschaft and Einführung in die Sprachwiss.)	Jul 21-Oct 9, 2025
- Tense and Aspect - Structure and Idiom - Essential Skills for Writing - English in Use - Advanced English in Use - Pronunciation Practice	Sep 29-Oct 9, 2025
Late registration for linguistics seminars with free spots (seminars in lit. and cultural studies have no late registration period!)	Sep 22-Oct 5, 2025
Notfallsprechstunden	Oct 6, 14:15 online; Oct 8, 13:00 room 317; Oct 13, 14:15 room 317; Oct 14, 14:15 room 317.

Registration

There are three different ways to register for courses:

1. In person (via email or during office hours)
2. Online ("Kurswahl mit Fixplatzvergabe")
3. 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 Online Registration (see below) is required for Hauptseminare Sprachwissenschaft and PS III Sprachwissenschaft.**

Online Registration ("Kurswahl mit Fixplatzvergabe") with immediate assignment

You must register online (via [heiCO](#)) for all lectures during the registration period (see above for key dates and deadlines). Since the number of participants in lectures is not limited, you can simply pick the lecture you would like to attend and will immediately be assigned a spot.

During the registration period, you can cancel your registration for lectures at any time.

Online Registration ("Kurswahl")

You must register online (via [heiCO](#)) for all language courses, Proseminar I & II, and **Proseminare III/Hauptseminare Sprachwissenschaft** 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.

Your online account will show the courses you were assigned within three working days after registration ends.

The obligatory registration period for seminars 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 leaves time for required preparatory reading.

Students who miss the obligatory registration period in a Pro- or Hauptseminar Sprachwissenschaft can sign up for any remaining places directly on [heiCO](#). This late registration period starts one week after the end of the regular registration period. Please note that during the late registration period you cannot book places in courses that are already full. If you were unable to register during the normal period and need a place in one of the full courses, you can sign up for the "Notfallsprechstunde."

Online registration process:

Descriptions of the registration process are provided by the University's "heiCO-team" on their [website](#).

Email Communication at the Department of English Studies

Email is a very useful and quick means of communication. However, lecturers at the Department of English Studies 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 Department of English Studies, 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 (Oct 8, 2025, 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. All new students are strongly urged to attend this event.

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

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 2025 on [Aktuelles](#).

Orientation for New Master of Education Students

Oct 13, 2025, 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. A "Fachstudienberater" will be present and ready for your questions.

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

- Update: Oct 1, 2025: Creative Writing (Blanchard) now Fridays
- Update: Sept 23, 2025: Info Colm Tóibín (now as blockseminar)
- Update: August 26, 2025: Info Creative Writing (Blanchard)
- Update: August 4, 2025: added PS I Litwiss. Stevenson.
- Update: August 1, 2025: added Fachdidaktik BA
- Update: August 1, 2025: changes in PS I linguistics.

Final editing: Jakubzik; editorial deadline July 15, 2025.

Vorlesung historische Sprachwissenschaft

Speech Acts in the History of English

Prof. Dr. Landert: Tue, 9.15-10.45, HS 09

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

In addition to discussing the development of speech acts over time, the lecture will also explore the history of speech act research. We will look at the work of natural language philosophers and the first theoretical models of speech acts by Austin and Searle, and we will take a look at how the methods that are used to study speech acts have changed since the early days of speech act research.

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

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

Texts:

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

Vorlesung moderne Sprachwissenschaft

Digital Discourse

Prof. Dr. Heyd: Wed, 9.15-10.45, HS 15

We are surrounded by digital linguistic practice: as digital users and consumers, we are accustomed to the constant rise of new platforms, viral social media trends, and the linguistic practice that comes with them. In short, we have become accustomed to understand digital discourse from a presentist perspective, as a form of social meaning deeply rooted in the here-and-now, and best understood as something constantly shifting and emerging.

In this lecture, I invite you to take a more sweeping, contextualized and diachronic look at digital discourse, by understanding it as a phenomenon of continuity and discourse history. We will discuss digital linguistic practice from a diachronic perspective, noting lines of continuity and recurrent themes, and tracking moments of change and their implications. We will work with the following periodization: 1. The early days of networked communication, late 1960s to late 1980s; 2. The WWW, early 1990s to early 2000s; 3. The social web, mid 2000s to mid-2010s; 4. automation and algorithmization, 2010s to present; what is new and what is next. For all periods that we discuss, we will look at four recurring factors: how does the social and technological framework of digital discourse change? What are the most important digital linguistic practices associated with the period? Which analytical angles become important for research into digital linguistic practice? And what kinds of public discourse are noteworthy, for example in journalistic, political and educational contexts?

The lecture will provide a broad overview on linguistic ways of understanding, theorizing and analyzing digital discourse, and we will examine many forms of digital linguistic practice, some of them almost forgotten, some still relevant: from early emoticons to hashtags, from flamewars to spam emails, from webcams to selfie sticks. There will be plenty of opportunity to share and discuss your own digital biographies and digital practices.

Vorlesungen Literaturwissenschaft

US Literary Culture 1860-1910

Prof. Dr. Leypoldt: Thu, 11.15-12.45, Heu II

This course of lectures will review US literature and culture between 1860 and 1920. Our main focus will lie on important aesthetic and cultural trends that include the emergence of literary professionalism, the rise of Realism and Naturalism, and the important mid- and late-nineteenth-century cultural and socio-political transformations that shaped the literature of this period.

Contemporary Drama

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

This lecture spans the decades from 1990 to the present. The late 20th century saw the emergence of in-her-face theatre, a particularly immediate form of performance. In our century, immersive theatre and verbatim drama followed. In short British and Irish drama is as lively as ever. This course of lectures will introduce you to dozens of plays, and I recommend wide reading of play texts as preparation. In turn, I shall tailor the syllabus according to your suggestions.

Lecture Series: Roles and Stereotypes

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

For most of us, terms like “roles,” “stereotypes” and “clichés” probably raise our hackles. They are reductive, generalising, limiting—and who likes to be put in a box? Yet they still play a huge part in our everyday lives and cultural experiences. They might be roles we assign to ourselves or draw from to shape our own identity: Are you a “clean girl” or in your “cosy era”? Or are you maybe a library girl going for the “dark academia” vibe? Have you tallied your character traits alongside symptoms described by mental health influencers? A few years ago, you might have been a “Carrie” or a “Samantha”; maybe some of you still know your Hogwarts house. We might also use stereotypes to make sense of others’ behaviour: What’s your sign? Oh, that is *such* a Capricorn thing to do! Of course, a straight white man would say that. . . Is she “mothering” or “mother”?

This doesn’t mean that we judge ourselves and others purely by these stereotypes, but they undeniably serve a function—not least as a shorthand of expression in a complicated world, and as a means of constructing a sense of belonging. They have also been important throughout literary and cultural history: from stock characters, via depictions as well as critiques of harmful stereotypes, to their subversion and use in satire. In this lecture series, we want to explore roles and stereotypes in literature and culture—across different genres and modes, and throughout literary history.

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 and cultural history, theory and methodology, but also from different voices and points of view every week. Lectures will usually take 60 minutes, leaving 30 minutes for open discussion, which you are very strongly encouraged to contribute to.

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 the first session.

Vorlesung Kulturwissenschaft

Lecture Series: Roles and Stereotypes

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

This course is also listed as "Vorlesungen Literaturwissenschaft." Its description can be found on page 10.

Key Concepts for the Study of Culture

Prof. Dr. Nünning & Priv.-Doz. Dr. Peterfy: Wed, 9.15-10.45, Aula Neue Uni

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

Course requirements:

The lecture will comprise of a mixture of lectures (in praesentia), studying on your own (reading chapters of a book) and watching videos.

Texts:

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

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

2 Einführungsveranstaltungen

Phonetik

Introduction to Phonetics and English Phonology

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

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

N.B.: Students also need to take the course 'British/American English Phonetics (Pronunciation Practice),' either British or American English, preferably in the same semester as the lecture. Register online via heiCO for both 'British/American English Phonetics' and this lecture, "Introduction to Phonetics and English Phonology."

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. Heyd: Wed, 11.15-12.45, 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.

There is an accompanying tutorial, which offers opportunities for revising the content of the lecture and practicing the application of linguistic concepts 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 in the first week of the lecture.

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 selected characteristics of each period

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.

Assessment:

The lecture will conclude with a written exam in the final week of the semester.

Registration:

Through heiCO. Note that there are no space restrictions for this course, all students who need to take this lecture will be able to secure a place. If you experience technical problems with signing up, join the lecture in the first week, where further information on technical aspects will be provided.

Einführung Literaturwissenschaft

Introduction to Literary Studies

Priv.-Doz. Dr. Löffler: Fri, 9.00-11.00, 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 in English. It concludes with a written exam.

Texts: Please buy and read Nathaniel Hawthorne *The Scarlet Letter* and Eugene O'Neill *The Hairy Ape* (any edition will do). The remaining texts will be made available on Moodle by the beginning of the term.

3 Proseminare

Proseminar I Sprachwissenschaft

Articulatory and Acoustic Phonetics

Jana Pithan: Wed, 11.15-12.45, 114

In this course, we will look at articulatory and acoustic approaches to studying phonetics, and apply these to different areas of linguistics. Students will learn how we can use phonetics to analyze fine-grained linguistic variation in speech. The course will contain a mixture of theoretical discussions of phonetic case studies as well as practical sessions where you will receive guidance on how to carry out your own phonetic experiments and conduct some first acoustic measurements. We will also discuss important methodological considerations like recording quality and ethical implications when dealing with speech data. By the end of the semester, you will be able to design your own small-scale phonetic experiments and analyze speech data.

It is recommended that students bring laptops for hands-on sessions, but you will also be able to work in groups and share a device if you do not have your own. As course assessment, students will give a short presentation and write a term paper on a small empirical study of their own.

Morphology and Word Formation

Agustín Lana: Fri, 11.15-12.45, 114

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

Texts: Students should get their own copy of the following textbook by the beginning of the semester:

Schmid, Hans-Jörg. 2016. *English morphology and word-formation*. Third Edition. Erich Schmidt Verlag.

Variation Across Style and Register

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

Our language use varies considerably depending on the situation and purpose of communication. For instance, we use different words, grammatical constructions and discourse conventions when we write a job application, a birthday party invitation, or an entry in our personal diary. Likewise, the language that we read and hear differs considerably depending on context. Think about newspaper articles, academic research papers, and novels, for instance. Or about the difference between an informal chat between friends, political speeches, and the language use of social media influencers. In this proseminar, we will explore these differences in detail from a linguistic perspective.

On a theoretical level, we will discuss theoretical concepts to describe such differences, such as text type, genre, register, and style. We will also read and discuss research articles that study variation of this kind. In addition, we will learn how we can investigate such differences ourselves with the help of existing corpora.

Over the course of the semester, students will analyse a lexical, grammatical or pragmatic feature of their choice across two or more registers. They will receive support for identifying a suitable feature and set of data, and they will be introduced to the necessary tools and methods to carry out a small empirical study. The results of the study will be documented in the form of a short term paper. In addition, each student will give a short presentation about a register, a corpus resource, or a research paper.

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

- apply the concepts of text type, style and register in the context of a linguistic study
- search for grammatical and lexical features in a corpus
- search for and summarise research papers in English linguistics
- write a short term paper that follows the conventions of English linguistics
- give a short presentation on a topic in English linguistics

Assessment: Presentation (20%), term paper (80%)

Registration: via heiCO.

Texts: All readings will be made available on Moodle.

Sociophonetics

Neuhausen: Fri, 14.15-15.45, 110

This course serves as an introduction to the study of sociophonetics, which describes the intersection of phonetics and sociolinguistics. We will investigate how sounds vary across social groups and settings. Based on hands-on practice and critical discussions of case studies, we will explore basic methods used in sociophonetic research and learn how to interpret patterns of variation in spoken language.

Modal Verbs

Yim: Thu, 14.15-15.45, 108

Yim: Fri, 11.15-12.45, 114

Modal verbs are tools for language users to express statements in relation to reality or truth. They can be used to express likelihood, permission, ability, obligation, necessity, possibility, and to make requests and give advice.

In this PSI, we use various core branches of linguistics to analyse modal verbs, including semantics, sociolinguistics, and pragmatics. We gain practical experience working with language data from various sources and undertake different types of analysis. Topics include the categorisation of modal meaning, variation in modal verb use across register, time, and sociodemographic factors, and expressing modality in second language varieties.

By the end of the semester, you will know much more about the nuances of modal verbs; but more importantly, you will know how to design and execute a linguistic empirical research project and how to present your research professionally in a research paper. You will use these skills again in subsequent linguistics courses and they are transferable to other research-based subjects.

Students are 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 receive guidance on data collection, we practice using online corpora, and discuss the logistics of gathering your own data (questionnaires, interviews, etc.) The course is graded on your presentation, term paper, and classroom participation.

There will be mandatory self-study tasks each week, usually in the form of reading assignments, this literature will be made available on Moodle. Students should have completed 'Introduction to Linguistics' before attending this proseminar.

Semiotics: Language as a Sign System

Zieglmeier: Wed, 14.15-15.45, 114

Zieglmeier: Thu, 11.15-12.45, 114

What is the relationship between the sound sequence /kæt/ and the animal it refers to? Semiotics—the linguistic study of signs—allows us to investigate the connections between language and the nonlinguistic world and the ways in which we assign meaning to signs. Introduced by Ferdinand de Saussure in his *Course in General Linguistics* (1916), semiotics is one of the foundational disciplines of modern language science. In addition, it connects linguistics to other humanities, e.g., literary theory, media studies, and anthropology. The course starts with a structured introduction of linguistic sign theory, including key concepts by de Saussure, Charles S. Peirce, and Roman Jakobson. We will further explore the usefulness of semiotic analysis for empirical linguistics (possible specializations include the analysis of sound symbolism, gestures, political rhetoric, or linguistic landscapes).

Learning goals:

Throughout the semester, the course participants will consolidate their knowledge of the fundamentals of English linguistics with a focus on sign theory. In theoretical discussions and case studies, the students will get to know semiotic analysis as a way of approaching linguistic research. Further, they will be provided with the methodological skills necessary to carry out their own, small-scale empirical studies.

Course assessment:

Regular and active participation (10%), homework and/or preparation of mandatory reading (20%), short presentation (20%), term paper (50%).

Introductory reading:

D. Chandler. (2022). *Semiotics: The basics*. 4th edition. New York: Routledge.

Mandatory weekly reading will be made available on Moodle.

Proseminar II historische Sprachwissenschaft

Old English

Dr. Hänßgen: Wed, 14.15-15.45, 115

Old English is the oldest diachronic variant of English, used between ca. 700 and 1100 AD. It is 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.

Please make sure you have got your copy of the textbook by the beginning of term. The University Library holds a number of copies.

Baker, Peter S. 3rd ed., 2012. *Introduction to Old English*, Oxford: Wiley-Blackwell.

Introduction to the History of English

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

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

A reader containing all class materials will be made available.

Credits are given for regular attendance and preparation, oral presentation, assignment, and final written exam.

Introduction to the History of English

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

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

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

Assessment: Final exam

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

Shakespeare's Early Modern English

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

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

Credits are given for regular attendance and preparation, an oral presentation, a mid-term exam on Early Modern English, and a mini research project on one aspect of Shakespeare's language, to be summarised in a poster.

Proseminar II moderne Sprachwissenschaft

Second Language Acquisition: A Sociolinguistic Approach

Dr. Salakhyan: Tue, 9.15-10.45, 113

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

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

- discuss theories of second language acquisition
- explain processes taking place in acquiring a second language
- apply the knowledge gained to analyse a small piece of second language data

The course is assessed on your active participation in class, presentation and written exam.

Reading materials will be made available on Moodle.

Selected references:

Antoniou, K., & Katsos, N. (2017). The effect of childhood multilingualism and bilingualism on implicature understanding. *Applied Psycholinguistics*, 38(4), 787-833. <https://doi.org/10.1017/S014271641600045X>

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

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

Loukusa, S., Leinonen, E., & Ryder, N. (2007). Development of pragmatic language comprehension in Finnish-speaking children. *First Language*, 27(3), 279- 296.

Meir, N. (2018). Morpho-syntactic abilities of unbalanced bilingual children: A closer look at the weaker language. *Frontiers in Psychology*, 9, Article 1318.

Schulze, C., Quick, A., Gampe, A., & Daum, M. (2020). Understanding verbal indirect communication in monolingual and bilingual children. *Cognitive Development*, 55, Article 100912. <https://doi.org/10.1016/j.cogdev.2020.100912>

Principles of and Approaches to Discourse Analysis

Dr. Salakhyan: Mon, 9.15-10.45, 108

Discourse Analysis is an approach to analyse language use in various contexts and domains. Examining written data of newspaper headlines, for instance, and spontaneous spoken production data, discourse analysts aim at making generalizations about 'real' uses of the language.

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

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

- give an account of the basic terms used in discourse analysis
- analyse written and spoken text from a discourse analysis perspective
- ask a research question and elicit data to answer the question asked

The course is assessed on your active participation in class, presentation and written exam.

Reading materials will be made available on Moodle.

Selected references:

Brown, G., Yule, G. (1983). *Discourse Analysis*, Cambridge University Press.

Jenks, C.J (2024). *Introducing Practical Discourse Analysis*, Cambridge University Press.

Varieties of English in the British Isles

Dr. Pahlke-Pleyer: Fri, 09.01.2026: 09:00-12:30; Fri, 16.01.2026: 09:00-15:30; Fri, 23.01.2026: 09:00-15:30; Fri, 06.02.2026: 09:00-12:30 in room 112

Please note that this course is taught as a block seminar with sessions on 09.01.2026, 09:00-12:30, 16.01.2026, 09:00-15:30, 23.01.2026, 09:00-15:30 and 06.02.2026, 09:00-12:30, with the final written exam on March 16th, 2026.

When asked about the sound of the English language in England, students often only think about Received Pronunciation. But there is so much more to English in the British Isles than that.

In this class, we will focus on varieties of English in England, Scotland, Ireland and Wales. Phonological considerations of accent differences and similarities will form one of the building blocks of our class; we will, for instance, compare shared features in Dublin and Liverpool accents, or analyse whether the late Queen Elizabeth II consistently spoke the Queen's English throughout her reign.

We will also consider sociolinguistic aspects, such as the use of -in versus -ing in different genders, or questions of speaker variety and identity. We will also look at how accents of the British Isles are evaluated (why is it that the Birmingham accent is rated as having much less prestige than Standard Scottish English?) and get to know (social and class-based) reasons for these assessments.

While not an explicit prerequisite for class, knowledge of the International Phonetic Alphabet is certainly an asset—students are encouraged to refresh their knowledge from their Introduction to Phonetics and Phonology.

Credits are given for preparation and active participation, an oral presentation, and a final written exam.

All required reading will be made available prior to the beginning of class. Students interested in the topic can start by perusing: Britain, David (2007). *Language in the British Isles*, Cambridge: Cambridge University Press.

Queer Linguistics

Neuhausen: Fri, 11.15-12.45, 110

This seminar explores the intersection of language, sexuality, and gender. It delves into how language both reflects and shapes queer identities and communities. We will engage with key concepts and recent debates in queer linguistics, examining the ways in which linguistic practices can both challenge and reinforce societal norms related to gender and sexuality. We will conduct original research on a topic related to queer linguistics, drawing on theoretical frameworks and methodologies from sociolinguistics.

Texts: A selection of academic articles, book chapters, and case studies from the fields of linguistics and queer studies will be provided online. We will read multiple chapters from the book *Linguistics out of the closet*, edited by Tyler Everett Kibbey (2024).

Proseminar I Literaturwissenschaft

Power and Authority in Shakespeare's *Henry V*, *Othello* and *The Tempest*

Sommer: Thu, 14.15-15.45, 110

Power and authority can be considered central themes across numerous comedies, tragedies and history plays attributed to William Shakespeare. In this course, we will focus on one example of each and analyse figures in the plays *Henry V*, *Othello* and *The Tempest*. We will consider which constellations of power they are part of, what (mis)understandings of power they have and how this (mis)understanding affects their actions in the play as well as which of the characters have or gain authority, which recognise it in others, whether they prove successful in asserting their power and authority as well as due to which characteristics or circumstances.

Power, authority and norms around both are of course interconnected with the plays' treatments of gender, family, estate, racialisation and nationhood, which we will also examine to gain broader perspectives on these works. Alongside the texts of the plays, we will consider theoretical backgrounds to power and authority as well as those of theatrical practices, cultures and politics of Shakespearian times. We will also watch performances of the plays and consider contemporary adaptations of, and perspectives on, them.

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).

Please read the following three plays in the Arden edition (at least the second, but I would recommend the most recent) before the start of term:

Henry V (1599), *Othello* (~1604) and *The Tempest* (~1611).

Jane Eyre and Wuthering Heights

Stevenson: Wed, 14.15-15.45, 113

This class will introduce students to the Brontë Sisters through two of their most well-known novels, *Jane Eyre* and *Wuthering Heights*. These novels explore the nature of love, passion, and the forging one's own identity against a rich gothic setting, in which supernatural elements and depictions of the natural world inform and deepen our understanding of the central characters.

We will compare the two texts with a different thematic focus each week, practicing narratological analysis through categories like focalization, analysis of time and modes of characterization, as well as learning the foundational elements of the 19th century British novel. We will explore the novels' intersections with their social and historical context, looking at the texts through the lens of class, gender, and postcolonialism. In so doing, we will examine how these novels alternately reinforced and challenged the societal narratives of their time, and in what manner they still resonate with us today.

Texts: Please read *Jane Eyre* (1847) and *Wuthering Heights* (1847) before our first session and begin to think about what aspects of the novels you would most like to discuss. Additional readings for the course will be provided on Moodle.

Disclaimer: The primary texts for this course contain racist tropes and references to domestic abuse and mental health issues, aspects which will also come up in our discussions. If you have any concerns please contact me.

Introduction to the Plays of Thornton Wilder

Dr. Hertel: Thu, 11.00-12.45, 112

Thornton Wilder (1897-1975) once said: "Toward the end of the twenties I began to lose pleasure in going to the theatre. I ceased to believe in the stories I saw presented there." Shortly afterwards, he started to experiment with the aspects of time, space, and dramatic technique in his own plays. Hence, his one-act plays of the early 1930s can be seen as preparatory studies for the major dramatic works, which were to follow over the course of the next decade.

This class will focus on a close reading of the following plays: The two one-acts *The Long Christmas Dinner* (1931) and *Happy Journey to Trenton and Camden* (1931) as well as the later full-length plays *Our Town* (1938) and *The Skin of Our Teeth* (1942).

Texts: Participants are expected to have read the four plays by the beginning of the winter term. Please purchase the following editions:

- The Long Christmas Dinner and Happy Journey to Trenton and Camden both by Samuel French Publishers, London, in the 2012 collection: *Wilder's Classic One Acts*—ISBN-13: 978-0573601781
- Our Town and The Skin of Our Teeth are available as a Penguin Modern Classics Paperback: *Thornton Wilder. Our Town and Other Plays* (2000)—ISBN-13: 978-0141184586

Literary Hauntings: Ghost Stories from the 19th to the 21st Century

Vorbeck: Mon, 11.15-12.45, 110

In this seminar, we will grapple with the spectres that have been haunting short and long-form fiction for the last two centuries. Although the act of exchanging tales of the supernatural and macabre may appear to be an ancient tradition and in many ways also is, ghost stories as we know them in anglophone literary contexts today are a remarkably modern (i.e. Victorian) phenomenon and summon some fascinating questions from beyond their graves.

How can we define a "ghost story," generically and thematically? What literary-historical traditions and trends have shaped its forms, and what folkloric influences serve as its occult undercurrents? Which theoretical approaches can we use in order to understand such fictional hauntings? And what are

the possible social functions of these narratives, both in a literary and broader cultural and historical context?

We will attempt to answer these questions by considering a selection of British and American short fiction from the nineteenth century to contemporary times as well as one novel that contains an instance of a haunting. Our (hopefully) spirited discussions will consider these texts from a variety of angles, including psychoanalysis, occult studies, gender studies, and (literary) sociology. In addition, we will also use them to practice our grasp of narratological concepts of analysis.

Texts: A reader with a corpus of ghost stories and additional theoretical readings will be made available on Moodle, and we will read and discuss roughly one short(ish) story per week. Please read the following stories before term starts: "'Oh Whistle, and I'll Come to You, My Lad'" by M.R. James (1904), "The Portent of the Shadow" by E. Nesbit (1905), and "The Room in the Tower" by E.F. Benson (1912). We will also decide on one longer text to read and analyze in relation to the possible social impact of ghost stories in our first session.

Introduction to Unreliable Narration

Cannings: Mon, 14.00-16.00, 114

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

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

Texts:

Edgar Allan Poe, "The Tell-tale Heart" (1843)

Ansgar Nünning, "'But why will you say that I am mad?'" On the Theory, History, and Signals of Unreliable Narration in British Fiction' (1997)

Kazuo Ishiguro, *The Remains of the Day* (1984)

Zoe Heller, *Notes on a Scandal* (2003)

The Poe short story is easily found online, and the article by Ansgar Nünning is available for free through HEIDI. The novels by Ishiguro and Heller should be purchased.

'Authenticity' for Sale: Race, Satire, and 'Selling Out' in Contemporary American Literature

Rothvoss Buchheimer: Wed, 14.15-15.45, 112

In a culture obsessed with authenticity but driven by market forces, the sellout is a powerful, haunting figure. Literature, ever since the establishment of a book market, has performed a delicate act of tightrope walking: As art, it has been a vehicle for aesthetic experience, cultural critique, and human insight; as commodity, it has been subject to market demands, branding, material production, and consumer expectations. This contradiction is often masked by what Walter Benjamin calls the aura of the artwork: the illusion of its sacred, untouchable originality, which separates the artwork from the mundane conditions of its production, circulation, and consumption. The figure of the sellout, now, punctures this illusion, drawing attention to the text's economic entanglements: its need to be sold,

reviewed, marketed, and made legible to the powers that gatekeep literary value. In this light, we will examine the sellout not as a figure of moral failure but a kind of structural symptom: a character or author forced to navigate the hypocrisy of a system that demands both “authentic voice” and commercial viability.

While the figure of the outsider in literature has recently been getting a lot of attention in courses and lecture series at this department, I think it is time to turn our attention to the sellout in this semester. This course will examine the literary and racial dimensions of selling out in contemporary America, where personal identity is often entangled with performance, profit, and power. Focusing on Percival Everett's *Erasure* (2001), Jennifer Egan's *A Visit from the Goon Squad* (2010), and Paul Beatty's *The Sellout* (2015), we will explore how writers critique (and sometimes participate in) the commodification of selfhood (and race), the whiteness of book publishing, art, and resistance. At the end of this class, we will ask what role the sellout plays in the imaginary of contemporary American literature: Is the sellout a villain or victim? Can “pure art” under capitalism even exist? Or is literature (like everything else) up for sale, shaped by markets as much as by artistic intent?

Texts: Please read Percival Everett's *Erasure* (2001), Jennifer Egan's *A Visit from the Goon Squad* (2010), and Paul Beatty's *The Sellout* (2015) before the beginning of term and start thinking about what (passages, interpretations, and arguments) you would like to discuss in class.

Proseminar II Literaturwissenschaft

English Romanticism: Shelley-Keats-Byron

Dr. Hertel: Tue, 16.15-17.45, 122

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).

Crime Fiction

Dr. Grundmann: Tue, 16.15-17.45, 116

In this course we shall be reading British and American short stories and detective novels from the late nineteenth century to the present day. Apart from the enjoyment of exciting plots and fascinating characters, we shall focus on the development of this popular genre and on theoretical approaches concerning issues of law and justice, urban and rural life, gender and race.

Beginning with some stories by Arthur Conan Doyle (e.g. "The Speckled Band") and Edgar Allan Poe ("The Murders in the Rue Morgue"), we will also cover the early Agatha Christie with one of her novels featuring Miss Marple ("The Murder at the Vicarage") and compare it with stories about her other famous detective, Hercule Poirot.

Further classic texts to be included are Dashiell Hammett's "The Maltese Falcon" and Raymond Chandler's "The Big Sleep" with their 'hardboiled' detectives, as well as Patricia Highsmith's "Strangers on a Train."

Texts: Please purchase the following novels:

Agatha Christie, "The Murder at the Vicarage." Harper Collins, 2010.

Dashiell Hammett, "The Maltese Falcon." Orion, 2010 (or any other available edition).

Raymond Chandler, "The Big Sleep." Penguin, 2023.

Patricia Highsmith, "Strangers on a Train." Vintage, 1999.

Hanif Kureishi's *The Buddha of Suburbia*: Novel and Play

Dr. Hertel: Wed, 14:15-15:45, 110

Hanif Kureishi ranges among the most interesting and controversial contemporary British artists. He has produced significant work in many different genres, including plays, screenplays, films, essays, short stories and novels. In this course we shall be looking into two of these genres by tracing the development from the original novel *The Buddha of Suburbia* (published in 1990) to the 2024 play adaptation by Hanif Kureishi and Emma Rice for the Royal Shakespeare Company.

The different analytic tools will range from a classic close reading of texts as we know it to questions of performativity and adaptation.

Since Kureishi was born into an Anglo-Pakistani family and grew up experiencing first-hand the racial and cultural clashes in South London, the inspiration for his work has mainly been drawn from his own life's trials and tribulations as a hybrid of two different races and cultures.

Participants are asked to have read the novel and the play *The Buddha of Suburbia* by the beginning of the winter term. Please use **ONLY** these two editions:

Literature: H. Kureishi, *The Buddha of Suburbia*, Faber & Faber, repr. 2017: ISBN-13: 978-0571333547

H. Kureishi & Emma Rice, *The Buddha of Suburbia*, Methuen Drama, 2024: ISBN-13: 978-1350512818

Children of Two Worlds: Mixed-Race Characters from Abolitionist Morality Tales to Recent Science Fiction

Dr. Burlingame-Goff: Wed, 9.15-12.45, 108

Why do so many American narratives feature central figures torn between two conflicting cultures? This seminar will explore the enduring myth of the tragic hybrid: individuals of mixed heritage who struggle with how they are seen, how they are treated, and how they relate to family, community and society at large.

We will follow this fascinating figure as it evolves from 19th-century abolitionist novels to Star Trek episodes, featuring genre jumps between propaganda, sentimentalism, social uplift, hate speech, psychological drama, science fiction and fantasy.

Please note the longer-than-usual class time: each week, we will be watching a film or TV episode to highlight a specific aspect of our topic, which is why we need an extended session.

The only screen we will be using in this course is the one we watch together. Please leave your devices packed away so that you can bring your full attention to the screenings, presentations and in-class discussions.

American Housewives in Literature and Culture

Dr. Elstermann: Thu, 14.15-15.45, 122

When you think of the stereotypical mid-century American housewife, you might have a distinct (and distinctly dull) picture in your mind. She cooks, she cleans, she wears an apron over her pretty dress; she takes care of the children and makes sure that she is all dolled-up with a martini in her hand when her husband comes home from work. Maybe—if you lean a bit more into your cynical side—she is addicted to barbiturates, or might as well be lobotomised.

However, even in the stereotypical mainstream, things are not as clear-cut as this by far. Looking at depictions of the 20th-century American housewife in fiction as well as non-fiction, we will explore historical contexts, second-wave feminism, the rise of consumerism in the US, post-war America, increasing isolation (not just, but also in the suburbs), the role of media and advertising, and changing roles in the family and in the workplace, and the effects this had on gender dynamics.

With these historical contexts in mind, we will also draw connections to modern phenomena—first and foremost, of course, that of tradwives, but also more subtle trends. In addition to the three texts listed below, you will also be expected to occasionally read essays or historical sources in preparation for our weekly sessions.

Please read and prepare these texts before the start of term:

Revolutionary Road by Richard Yates (1962)

“The Problem that Has No Name” by Betty Friedan (1963; this is the introductory chapter to her well-known book *The Feminine Mystique*, which is also available separately. The whole book is recommended, but you can get the single chapter more cheaply/for free online).

The Stepford Wives by Ira Levin (1972)

Satire in U.S. American Fiction

Dr. Jakubzik: Mon, 11.15-12.45, 114

We will take our time to sort out satire from parody and pastiche, differentiate direct from indirect satire (and Horatian from Juvenalian), and discuss texts that satirize American life (including perspectives of minority writers).

At the same time, we will try to get a grip on the concept of humor (primarily guided by Terry Eagleton's study on *Humour* (2019)). Finally, hopefully, the course will also offer an occasion to have a good laugh now and then.

Requirements include regular and active attendance, a presentation, and a term paper.

Texts: Sinclair Lewis, *Babbitt* (1922); Derrick Bell, "Space Traders" (1992); Dave Eggers, *The Captain and the Glory* (2019); and other texts.

Colm Tóibín (1955–), *Brooklyn* (2009) and *Long Island* (2024)

Dr. Hänßgen: Organisation: Friday, 05.12.25 10.30-13.00 (room 112); then Fridays, room 113, 10:30-13:00 and 14:00-16:00: 09.01.26 / 16.01.26 / 23.01.26 / 30.01.26. 06.02.26 morning only: 10:30-13:00. 115.

How is a popular novel turned into a successful movie and how can it find a sequel after 25 years although its author was adamant the ending was final?

In this course, we'll look at two novels by Colm Tóibín (2009; 2024), the screenplay by Nick Hornby (2014) and the movie by John Crowley (2015), starring Saoirse Ronan.

Tóibín is a prolific and esteemed Irish writer (1955–). In *Brooklyn* and *Long Island*, we see the protagonist, Eilis Lacey, between two countries, her native Ireland and the US, two lives and loves. In *Brooklyn*, she leaves Ireland for the US in the 1950s, visits home and goes back to the US. In *Long Island*, she leaves the US 25 years later (as a wife and mother of two teenagers) for Ireland, where her life might continue.

The atmosphere in both communities is described in detail, with family obligations, relationships and gossip as major forces. The characters' inner lives and secrets are also crucial. For Tóibín, the main distinction between the books is that the core of *Brooklyn* are the characters, that of *Long Island* is plot.

We'll also look at historical backgrounds that help us understand the books better, like Irish immigration to the US and the role of women in the 1950s and 1970s in both countries.

Please purchase and read the books in these editions in print (so we're all on the same page):

Tóibín, Colm. *Brooklyn*. 2009. London, Penguin Books, 2010.

—. *Long Island*. 2024. London, Picador, 2025.

Register via e-mail by 28.11.25 to: eva.haenssger@as.uni-heidelberg.de

Gen Y Fiction

Priv.-Doz. Dr. Löffler: Thu, 9.15-10.45, 108

This seminar is focused on a group of authors whose works have been tentatively labelled Gen Y or Millennial fiction. Gen Y authors were born after 1980: many of them grew up in an analog world, that is, before the internet, with land lines, network television, and cassette recorders. But they witnessed the digital revolution as teenagers. They were children as the Cold War was still ongoing, watched the fall of the Berlin wall on the news with their parents, and became adults as a global neoliberal economy unfolded. As Americans, they knew what New York felt like with the Twin Towers still in place.

These biographical experiences are adapted and variously filtered in Gen Y texts, four of them—all written by female authors—we will analyze in closer detail: Sally Rooney *Normal People*, Ottessa Moshfegh *My Year of Rest and Relaxation*, Claire Vay Watkins *I Love You But I Have Chosen Darkness*, Lara Williams *Supper Club*. In addition to locating central themes and concerns shared by these writers, we will try to identify common stylistic features and formal strategies that would allow us to define Gen Y fiction as a somewhat coherent genre. Finally, we will try to situate Gen Y literature within the broader landscape of the contemporary literary field.

Texts: Please buy all four novels. The remaining additional texts will be made available on Moodle at the beginning of the term.

Proseminar I Kulturwissenschaft

Introductory Seminar in Cultural Studies

Hollywood Goes to War: The Military-Entertainment Complex on the Silver Screen

Herges: Mon, 11.15-12.45, 122

The military-entertainment complex is a cooperation between the entertainment industry and American government institutions like the Department of Defense or the CIA. Since its creation during World War I, it has been involved in the production of more than 2,500 films and tv shows.

This course focuses on the development of the military-entertainment complex in the 20th and 21st century. Some case studies that will be discussed are the films *Let There Be Light* (1946), *Top Gun* (1986) and *Zero Dark Thirty* (2012). We are going to analyze the portrayal of the military, censorship in the production process, and the impact of political and cultural circumstances on the films. We are also going to focus on several concepts related to the study of culture, such as American exceptionalism, Othering and Orientalism, and how they have influenced and continue to influence films developed within the military-entertainment complex.

Marginalised Bodies in British Drama

Al-Laham: Kick-Off: Fri, 24.10.2025: 10:30-12:00. The rest of the sessions will take place on the following Fridays, all 10:30-16:00: 07.11.2025, 21.11.2025, 05.12.2025, 12.12.2025 in room 113

Everyone has a body, and we all experience the world through our bodies. Many of our cultural discourses centre on how we *feel* about things that happen to us, but also perceptions of beauty, athleticism or rules around clothing. This course encourages students to ask what it means to be and have a body and considers in what ways bodies are spoken about, judged, and in some cases marginalised. Students will be introduced to critical theories on the body and consider performance as a body-centred practice deeply invested in how bodies can be (mis)represented.

Students will need no prior knowledge of theatre or body studies. This course is designed to introduce ideas about how bodies communicate with their environment while considering them as sites on which constructions of difference are inscribed. Looking at examples of British drama that shift the focus to

marginalised bodies, we will discuss how they are performed on stage to challenge, protest and resist these constructions.

If you wish to read up on the topic ahead of the semester, *The Routledge Handbook of Body Studies* is a good way to start (please take this as a recommendation, not required reading). All texts, including dramatic scripts, will be provided in class.

Requirements: regular attendance, active contributions in class, a presentation and a final exam.

Introduction to the Study of British Culture

Prof. Dr. Nünning: Tue, 11.15-12.45, 110

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

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

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

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

Power and Authority in Shakespeare's *Henry V*, *Othello* and *The Tempest*

Sommer: Thu, 16.15-17.45, 110

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

Ireland: The Rocky Road to Republic

O'Brien: Thu, 11.15-12.45, 115

Ireland didn't become a republic until 1949. The preceding four decades had been times of political, social and cultural upheaval. Beginning with the Irish cultural revival of the 1890s and early part of the twentieth century, we will follow Ireland's path through the revolutionary decade of 1912-1922, its first faltering steps as a Free State in the 1920s and its continuing assertion of its independence throughout the 1930s and 1940s. Particular attention will be paid to Ireland's relations with Germany in this period, including German involvement in the Easter Rising, Ireland's "friendly-neutral" stance during the Second World War, known as the Emergency in Ireland, and to the propaganda war conducted by Germany towards Ireland in the 1940s.

Famous American Speeches

Priv.-Doz. Dr. Peterfy: Wed, 16.00-17.30, 108

In this seminar, we will examine some famous speeches in US-American history. In a democracy, public discourse is essential for the organization of political opinion building, and speeches and orations are thus significant parts of a nation's deliberative culture. Speeches fulfill many functions: they suggest policies, decide elections, create political alliances, serve cultural memory, and so forth. In this seminar, we will examine the rhetorical strategies of individual speeches, and the historical contexts in which they appeared. We will also look at the current crisis of public speech as it is under threat by social media and re-interpreted standards of truthfulness. The seminar will close with a written test (Klausur). Your detailed knowledge of the speeches, their rhetorical strategies, and the historical contexts of their first delivery will be essential for a successful completion of the seminar.

Requirements:

- Oral presentations, in which the participants will give a theatrical re-enactment of the historical reception situation of the speeches, oral participation (20 %)
- Final Test (80%)

Texts: There will be a "Reader" on sale in the Copy Corner as of the beginning of the semester.

Proseminar II Kulturwissenschaft**Children of Two Worlds: Mixed-Race Characters from Abolitionist Morality Tales to Recent Science Fiction**

Dr. Burlingame-Goff: Wed, 9.15-12.45, 108

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

American Housewives in Literature and Culture

Dr. Elstermann: Thu, 14.15-15.45, 122

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

Proseminar III Sprachwissenschaft

Late Modern English and Language Change

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

Late Modern English, or, roughly speaking, the English language in the 18th and the 19th centuries, has recently become the focus of much scholarly attention. In this seminar, we are going to look at the state(s) and in particular the development of English in this period. In the first part of the seminar, we will concentrate on English in England; in the later part, other varieties that had emerged or were emerging in the relevant time span will also be considered. Throughout, we will explore all levels of language, from phonology and morphology to lexicology and discourse structure, with a particular focus on syntactic developments. Relevant textlinguistic and socio-cultural developments will also be taken into account.

One important aim of the seminar also is to gain insights into both internal and external mechanisms of language change. On the methodological side, a major aim is to become acquainted with (or more advanced in) the corpus-linguistic approach to investigating language change. You will be expected to carry out your own small research project.

Assessment: PS III: Presentation and written analysis; HS: Presentation and seminar paper with preparatory poster

Texts: Beal, Joan C. (2004). *English in Modern Times*. London: Arnold

English as a Lingua Franca in Europe and Beyond

Dr. Salakhyan: Fri, 9.15-10.45, 110

This seminar will introduce you to the field of English as a Lingua Franca. English as a Lingua Franca (ELF) interaction is a communicative encounter that includes native and non-native speakers of English who use English as a common language. ELF interaction has often been regarded as a special type of communication. To see whether this is indeed the case, we will examine interactions in English as a Lingua Franca, drawing on the data from the Vienna-Oxford International Corpus of English (VOICE), and our own data with respect to lexico-grammatical and discourse features. Throughout the course, we will learn how non-native speakers with their limited communicative resources and mismatches in the common ground manage to communicate in English and be creative. We will also learn which strategies are used by participants of ELF interactions to get their message across, and how participants adjust to the varying ELF conditions.

The course will introduce you to the recent research in ELF, and suggest implications for teaching English in Germany.

The course is assessed on your active participation in class, presentation and a short oral exam.

Reading materials will be provided on Moodle.

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

- define main concepts used to describe ELF interactions
- describe properties of ELF interactions with respect to lexical variation and grammar
- collect ELF data and analyse it with respect to terms discussed in class

Selected references:

Cogo, A. & Dewey, M. (2012). *Analysing English as a Lingua Franca: A corpus-driven investigation*, London: Continuum.

Cogo, A., & House, J. (2018). The pragmatics of ELF. In J. Jenkins, W. Baker, & M. Dewey (Eds.), *Routledge handbook of English as lingua franca* (pp. 210–223). Routledge.

Ferguson, G. & Seidlhofer, B. (2011). Understanding English as a Lingua Franca. *Applied Linguistics*, 33 (4), 463–465.

Jenkins, J. (2015) Repositioning English and multilingualism in English as a lingua franca. *Englishes in Practice* 2/3: 49-85.

Understanding Utterances from a Cognitive-Pragmatic Perspective

Dr. Salakhyan: Tue, 11.15-12.45, 113

Communication involves the interplay between production and comprehension. In this course, we will discuss how speakers and writers formulate messages, and how listeners and readers interpret them. Understanding utterances usually goes beyond encoding and decoding, and involves recognition of the speakers' intentions. In this course, we will examine utterance comprehension from a viewpoint of Relevance Theory (Sperber & Wilson 1986), a cognitive pragmatic theory that brings an ostensive stimulus, the speaker's informative intentions and the Principle of Relevance to the foreground. Drawing on spoken and written monolingual data, including literary texts and language used for everyday communication, we will examine how speakers and writers communicate more than they say, and how listeners and readers supply missing information by filling in the gaps (explicature) or solving ambiguities to recover the intended meaning.

The course will involve a discussion of a cognitive-pragmatic approach to utterance understanding, analyses of spoken and written production data, and group presentations on selected topics.

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

- (i) recognize and explain basic pragmatic concepts, and illustrate them with relevant examples
- (ii) explain the theoretical foundations and central claims of one of the cognitive-pragmatic theories
- (iii) demonstrate the ability to apply the acquired knowledge to analyse and evaluate different types of data
- (iv) connect the study of cognitive pragmatics to other linguistic disciplines and natural communication

Reading materials will be provided on Moodle.

The course is assessed on your active participation in class, presentation and a written exam.

Selected References:

Carston, R. (2010). Explicit communication and 'free' pragmatic enrichment. In B. Soria, & E. Romero (Eds.), *Explicit communication: Robyn Carston's pragmatics* (pp. 217-285), Palgrave Macmillan.

Sperber, D., & Wilson, D. (1986/1995). *Relevance: Communication and cognition*, Harvard University Press.

Schulze, C., Grassmann, S., & Tomasello, M. (2013). 3-year-old children make relevance inferences in indirect verbal communication. *Child Development*, 84(6), 2079–2093. <https://doi.org/10.1111/cdev.12093>

Digital Voice

Prof. Dr. Landert & Prof. Dr. Heyd: Tue, 14.15-15.45, 122

This is a team-teaching project by Theresa Heyd and Daniela Landert.

In the broad field of digital discourse, spoken modalities are the “surprise winner” of the last decade. Our everyday digital practice is nowadays saturated with forms of spoken digital practice: we consume videos on YouTube, Instagram and TikTok; texting goes hand in hand with voice messages; we have become accustomed to teaching, meetings and other interactions via video conferencing software; when we need to repair something, we search for a how-to video; we interact with digital assistants such as Alexa or Siri; and increasingly, we encounter the voices of generative AI. In other words, spoken digital discourse is often mediated and modulated to different degrees by machines of different kinds; voices get altered, transposed, synthesized, and this leads to all kinds of discursive, pragmatic and sociolinguistic practices, from lip-syncing to accidentally unmuting yourself in a video call, from phenomena such as “TikTok voice” to conflict about unmuted phones on public transport.

In this class, we want to theorize, describe, analyze and understand all these phenomena that we take to be part of Digital Voice. We will begin by introducing existing research: on the development of digital linguistic practice; on theories of spoken and written language; and on voice as an interdisciplinary concept. After that, we will take a project-based approach, where you will have the opportunity to work with the kind of digital voice data that you are particularly interested in. This phase of the class is an opportunity to gain practice in working with spoken data (e.g. how to secure, ethically handle, transcribe, code, annotate spoken material), and to explore linguistic dimensions of analysis, with a particular focus on pragmatic, discourse-analytical, and sociolinguistic frameworks. In the final stretch of the class, we will bring all projects together in a multimodal symposium, to discuss your project work and to draw insight into the complex continuum of digital voice.

Initial readings:

Landert, D. and Jucker, A. H. (2011). Private and public in mass media communication: From letters to the editor to online commentaries. *Journal of pragmatics*, 43(5), 1422-1434.

Heyd, T. (2021). Tertiary orality? New approaches to spoken CMC. *Anglistik*, 32(2), 131-147.

Further readings will be provided.

Metaphors in Illness Discourse

Dr. Pahlke-Pleyer: Sat, 10.01.2026: 10:00-14:00; Sat, 24.01.2026: 09:00-15:30; Fri, 30.01.2026: 10:00-14:00; Fri, 06.02.2026: 13:00-15:30 in room 112

This class is directed at students wishing to delve deeper into metaphor theory, and explore the role metaphors play in various aspects of discourses about illness and health. After a short refresher on conceptual metaphor theory, we will focus on three different discourse groups: medical professionals, persons diagnosed with a condition, and their family care partners. We will uncover the use of metaphors in healthcare settings, where explaining a treatment as a WAR against cancerous cells may be more easily understood than medical terms. We will also discuss problems of such metaphor usage: what about the patient as a FIGHTER who succumbs to their condition? Did they not *fight hard enough*?

Second, we will consider how people living with a condition may use metaphors to describe their unique lived experience to others; we will also study differences between conditions. For instance, people living with dementia may explain their MIND as a MALFUNCTIONING MACHINE, but this metaphor is not commonly used by people living with depression. Finally, we will also consider the perspective of care partners of people living with a condition to better understand how metaphors are used to stress emotional aspects of their caring roles (see CAREGIVING AS WAR, or as a DIFFICULT JOURNEY).

We will also learn how to analyse metaphors in a variety of discourse types, such as therapy settings, computer-mediated discourses in forums, or media discourses about illness and health.

A portion of our class time will be dedicated to developing a project in which you empirically investigate an aspect of metaphors for a condition of your choice.

Content note: We will discuss mental and physical health, specifically COVID, cancer, eating disorders, dementia, depression, and PTSD. The class will also cover self-care for researchers working on difficult topics. Feel free to reach out in advance to discuss any questions or possible concerns.

At the end of our class, students will have gained an in-depth insight into metaphor theory, and have developed a skill-set that allows them to analyse metaphors in a variety of illness contexts.

Credits are given for preparation and active participation, an oral presentation, as well as a mini research project, to be presented as a research poster.

All required reading will be made available prior to the first session. To prepare for class, students are expected to read:

Gibbs, Raymond W. (2023). "How metaphors shape the particularities of illness and healing experiences." *Transcultural Psychiatry* 60 (5): 770-780.

In addition, students without prior knowledge of Conceptual Metaphor Theory are expected to read the following texts prior to the first session:

Kövecses, Zoltan (2010). *Metaphor: A Practical Introduction*, New York et al.: Oxford University Press, Ch. 1.

Lakoff, George & Mark Johnson (1980). *Metaphors We Live By*, Chicago: The University of Chicago Press, pp. 3-13.

Proseminar III Literaturwissenschaft

Contemporary African American Literature

Prof. Dr. Loimeier: Sat, 25.10.2025: 10:15-13:30; Sat, 08.11.2025: 10:15-13:30; Sat, 22.11.2025: 10:15-13:30; Sat, 13.12.2025: 10:15-13:30; Sat, 10.01.2026: 10:15-13:30; Sat, 24.01.2026: 10:15-13:30; Sat, 07.02.2026: 10:15-13:30 in room 113

This seminar deals with recent African American literature. The selection includes novels, autobiographies and short story collections by Maya Angelou (*A song flung up to heaven*), Paul Beatty (*The Sellout*), Gwendolyn Brooks (*Maud Martha*), Tananarive Due (*The Reformatory*), Percival Everett (*James*), Rachel Eliza Griffiths (*Promise*), Kenji Jasper (*Nostrand Avenue*), Tayari Jones (*An American Marriage*), Shane McGrae (*Pulling the chariot in the sun*), Zakes Mda (*Cion*), Diane Oliver (*Neighbors and Other Stories*), Regina Porter (*The Travelers*), and Colson Whitehead (*Underground Railroad*).

Please note that this course will take place as a compact seminar at the following times: Saturday, October 25, 10:15-13:30; Saturday, November 8, 10:15-13:30; Saturday, November 22, 10:15-13:30; Saturday, December 13, 10:15-13:30; Saturday, January 10, 10:15-13:30; Saturday, January 24, 10:15-13:30; Saturday, February 7, 10:15-13:30

19th Century Poetry

Prof. Dr. Schnierer: Thu, 14.15-15.45, 112

This seminar will deal with what is arguably the most fruitful period in British literature. Starting with the early romantics and ending with the decadent poets of the 1890s, we will deal with a large number of poets. Upon registration please submit an indication of your special interest (not more than half a page). Please acquire Paul Keegan (Ed.) *The Penguin Book of English Verse*. Registration is open from the moment you see this. There are three steps: (1) Send an e-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.

Historical Novels: From Realism to Alternate Fiction

Prof. Dr. Nünning: Wed, 11.15-12.45, 110

What are the uses of historical novels? Many people gather historical knowledge from them—though this is a rather tricky endeavour. Why else do we read them, what could be the reason for their immense popularity? Are historical novels just another kind of realist fiction, only concentrating on the past rather than the present? Or does the implied contrast between “Then” and “Now” offer an additional layer of meaning? Which kinds of historical fiction can we identify?

And what about alternate histories, or “uchronias,” in which an alternative past is represented, one in which the Nazis won WWII, or a woman became a US-President in the 20th century? How far do these (alternate) historical novels differ from what we usually expect from historical fiction?

In this seminar, we will discuss these questions by looking at a few selected novels, while oral presentations—and my input—will provide the necessary backdrop for understanding these novels in their broader cultural context. There will be a special emphasis on gender—precisely because one usually looks at speculative fiction rather than historical fiction in order to discuss questions of gender and sexuality.

This seminar aims at providing a better understanding of

- the breadth and subgenres of historical fiction and uchronias
- the (changing) characteristics of historical fiction and uchronias
- the uses and functions of (historical) fiction and uchronias
- the functions of the presentation of (queer) views on gender and sexuality in historical novels and uchronias

We will interpret the following full texts—as well as beginnings of some additional texts, we will decide exactly which ones together in the first session:

Peter Ackroyd, *Chatterton* (1987); Hilary Mantel, *Wolf Hall* (2009), Sarah Waters, *The Paying Guests* (2014),

plus the beginnings of:

Ambrose Parry, *The Way of All Flesh* (2018); Hanya Yanagihara, *To Paradise* (2022); Jordy Rosenberg, *Confessions of the Fox* (2018).

Please sign up for this class by writing to:

brigitte.brune@as.uni-heidelberg.de

Literature of Reform: From Abolition to Climate Change Drama

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

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

In this course, we will read and analyze literary works, primarily novels, but also poetry and drama, where we can identify a clear intent on the part of the author to write something that will change the world for the better: abolition of slavery, better working conditions, civil rights for all, management of climate change, etc. But we will also keep in mind that these texts were still written with artistic

purpose, and, in fact, could not fulfill their political goals without first succeeding in their aesthetic intent. Please read Harriet Beecher Stowe, *Uncle Tom's Cabin*, and Upton Sinclair, *The Jungle* in preparation for the seminar. Shorter texts will be introduced throughout the course, and made available on moodle.

Requirements: Regular attendance and classroom participation, preparation of texts, short discussion teaser for all participants. For HS credits (8): term paper (ca. 5000 words), for PS III credits: oral exam.

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

4 Hauptseminare

Hauptseminare Sprachwissenschaft

Late Modern English and Language Change

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

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

Varieties of English in the Americas

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

In this seminar, we are going to look at the different varieties of English found in the Americas. This includes standard L1 Englishes (such as Standard Canadian English), non-standard L1 Englishes (such as the dialect found on Martha's Vineyard, for example), L2 Englishes (such as Puerto Rican English) as well as creoles (such as Guyanese or Jamaican creole). The usefulness and limitations of such classifications in view of actual linguistic complexity will also come under scrutiny. We are going to discuss both historical processes that have shaped the different (types of) varieties and their present-day characteristics (status, speakers, usage, attitudes; phonological, syntactic, lexical features etc.). We are also going to deal with methodological issues of how to empirically investigate variety-specific language usage.

Requirements: Oral presentation, analysis tasks, and a seminar paper (with preparatory poster)

Literature: Schneider, Edgar (2011 or 2020). *English Around the World*. Cambridge: CUP. (Recommended introductory reading)

Schneider, Edgar (2007). *Postcolonial English*. Cambridge: CUP.

The Hidden Life of Words: Corpus Approaches to the Lexicon

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

Using corpus linguistics, this Hauptseminar aims to peel off the layers of meaning of individual words, going beyond just their literal meaning to their "hidden" meanings as they emerge in discourse and social context. After an introduction to corpus linguistics and concepts such as frequency, dispersion, collocation, semantic prosody and keywords, we will focus on the broad topic areas of word structure, the different levels of word meaning, variation in word usage, and historical change in word meaning, both through reading classical and recent studies and through hands-on corpus analyses. The words we investigate will include *wicked*, *gay*, *uncivil*, *dude* and *awesome*,

Students are required to participate actively and prepare for sessions. In addition, they are expected to present a previous study in class, and to conduct their own corpus linguistic study on a word of their choice, which they write up in a term paper over the semester break.

Speech Acts and Speech Act Research in the 21st Century

Prof. Dr. Landert: Tue, 11.15-12.45, 112

In this seminar, we deal with recent topics and developments in speech act research and we look at how speech acts are used in present-day interactions. We will look at communicative activities that have only recently been analysed in terms of speech acts, such as flirting, self-praise, and payment negotiation sequences. We will discuss how speech acts are realised in communicative settings that are typical of present-day interactions, such as digital interaction. And we will explore new perspectives on the study of speech acts, such as the multimodal realisation of speech acts (e.g. through gestures and facial expressions), the neuropragmatics of speech acts, and the acquisition of speech acts in first and second language learning.

All students will develop and carry out a small empirical study over the course of the seminar, which they will develop into a term paper after the end of the semester.

Note: This seminar can be combined with the lecture "Speech Acts in the History of English," but attending the lecture is not compulsory.

At the end of this course, students will be:

- familiar with the main theoretical and methodological approaches that can be used to study speech acts in English
- able to identify and analyse speech acts in different types of linguistic resources
- aware of the challenges of studying speech acts in English
- able to formulate a research question and create a research design for a small study on speech acts in English
- able to present the results of their study in the form of a linguistic term paper

Assessment: Term paper (graded)

Registration: via heiCO.

Texts: All readings will be made available on Moodle.

The Sociolinguistics of Surveillance

Prof. Dr. Heyd: Tue, 16.15-17.45, 113

Techniques of surveillance—broadly speaking, of observing, monitoring, gathering information, and thereby also steering, controlling and exerting power over individuals or groups—has informed the humanities and social sciences at least since Michel Foucault's notion of the Panopticon. Techniques of surveillance are often associated with aspects of public vs. private space, and the ambivalence of in/visibility, but they also involve linguistic practice in a larger sense. In particular since the rise of digital culture, surveillance is often linked to the flow of information: our online transactions create "digital exhaust," our search histories feed into algorithmic practice, our social media postings become training data. As a consequence, our linguistic practice is performed with, around and sometimes in defiance of surveillance practices.

In this class, we will engage with the sociolinguistics of surveillance: from the linguistic landscapes of CCTV, hostile architecture and dashcams to cookie settings, captchas and status updates. We will apply linguistic frameworks such as (self-)monitoring, audience design, visibility and voice, public and private discourse, and the sociolinguistics of power. The societal domains of linguistic surveillance we will explore include: social media; migration and asylum-seeking; education and the classroom; and gender expression and gender identity. We will discuss linguistic regimes of controlling and monitoring, the ambivalences of in/visibility, and communal practices such as sousveillance from below.

Foucault, Michel. 1977. *Discipline and Punish: The Birth of the Prison*, Allen Lane (Trans. by Alan Sheridan).

Jones, Rodney. 2020. Accounting for surveillance. *Journal of Sociolinguistics*, 24(1), 89-95.

Zuboff, Shoshana. 2019. *The Age of Surveillance Capitalism*, PublicAffairs.

Hauptseminar Literaturwissenschaft

Contemporary African American Literature

Prof. (apl.) Dr. Loimeier: Sat, 25.10.2025: 10:15-13:30; Sat, 08.11.2025: 10:15-13:30; Sat, 22.11.2025: 10:15-13:30; Sat, 13.12.2025: 10:15-13:30; Sat, 10.01.2026: 10:15-13:30; Sat, 24.01.2026: 10:15-13:30; Sat, 07.02.2026: 10:15-13:30 in room 113

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

19th Century Poetry

Prof. Dr. Schnierer: Thu, 14.15-15.45, 112

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

Historical Novels: From Realism to Alternate Fiction

Prof. Dr. Nünning: Wed, 11.15-12.45, 110

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

New England Transcendentalism

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

This course traces the historical, philosophical, and political formation of the Transcendentalist movement as it developed in New England intellectual circles from the late 1820s to the early 1850s. We will approach American Transcendentalism by following three interrelated historical trajectories: first, theological and philosophical controversies within the Unitarian clergy that led to a relocation of spiritual authority from the church into the woods, as it were; second, the Transcendentalists' reception of early Romantic European philosophies and aesthetics; and, third, secular reform movements of the 1840s and 1850s (e.g. abolitionism, women's education, new social community models, proletarianism). We will also spend some time discussing the reception of Transcendentalism in the 20th century, both inside the academy (e.g. Ecocriticism, Deconstruction, Marxism) and outside of it (e.g. the Beats, New Age/Hippie Culture).

In the course of the seminar, our focus will be on canonical works by Ralph Waldo Emerson, Henry David Thoreau, and Margaret Fuller. But our readings will also include a few European philosophers and critics of the 18th and early 19th century (e.g. Kant, Coleridge, Schiller) and a bunch of writers and political reformers who may perhaps not be as well-known, whose works, however, were nonetheless central to the Transcendentalist movement (e.g. William Ellery Channing, Elisabeth Peabody, Christopher Pearce Cranch, Theodore Parker, Orestes Brownson).

Literature of Reform: From Abolition to Climate Change Drama

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

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

On Public Spaces, Clean Air, and the "Good Life": Contested Visions of the Common Good in Geography and Speculative Fiction.

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

This is an interdisciplinary seminar analyzing, theorizing, and discussing the concept of the common good in cities. Our approach will include the study of theoretical essays, empirical research, and literary texts in order to explore the notion of the common good in urban environments, with a focus on North American society, culture, and urban policies. The concept of common good is an important, and often contested, factor in the organization of societies: both its definition, and its realization depend on the interplay between private and public interests. Key themes of our discussions will be the use of public space, climate change, and the well-being of different populations. The inclusion of literary texts, mostly from the area of speculative fiction, will allow us to enter into debates that are related to the notion of common good, but do not explicitly use the term. We anticipate that by paying attention to fictional perspectives, we will discover new avenues for inquiries and reflections about the nature and extension of the common good—especially when it comes to conflicting definitions of well-being for different groups in a society. Please read Ursula LeGuin's novel *The Dispossessed: An Ambiguous Utopia* in preparation for the seminar. Other texts will be made available on moodle.

The seminar will take place in the Heidelberg Center for American Studies, Hauptstr. 120, Room: Oculus

Rooms of their Own: Identity and the Writing Life

Prof. Dr. Leypoldt: Tue, 16.00-18.00, 114

This MA-level course concerns the question of how the spaces of creative practice—material, psychological, institutional—are shaped and contested. Revisiting Virginia Woolf's famous claim that "a woman must have money and a room of her own" if she is to succeed as a writer, this seminar examines a diverse constellation of contemporary and historical texts on how authorship intersects with identity. We will begin with Woolf's *Room of One's Own* (1929) and trace its legacies in a constellation of more recent texts that investigate the environments—literary and figurative—that writers must negotiate. How are these rooms constructed and withheld? What kinds of access, autonomy, and imagination do they permit?

Readings will include Maggie Doherty's *The Equivalents* (1920), a non-fiction account of female artists and writers temporarily granted elite institutional space (though not full creative freedom), and Bernardine Evaristo's *Manifesto* (2021), a memoir of artistic self-fashioning by a writer navigating the margins of the British literary establishment (we will also consider Evaristo's *Girl, Woman, Other*, 2019, as a dramatized elaboration of the arguments she advances in her memoir).

Fiction readings may include (the final list is still flexible) Jenny Offhill's *Dept. of Speculation* (2014), a fragmented portrait of a writer-mother confronting the collapse of both marriage and artistic identity, Rachel Yoder's *Nightbitch* (2021), a surreal account of motherhood colliding with artistic ambition, and Sigrid Nunez's *The Friend* (2018), which entwines themes of grief, literary mentorship and vocation.

We will also complicate the seminar's gendered framework by reading Martin Amis's *The Information* (1995), a satire of male literary rivalry that offers a counterpoint to the feminized tropes of care, compromise, and self-effacement explored elsewhere in the course. And to get a perspective from a commercially more successful position (a room paid by a larger marketplace), we will explore Tia Williams's *Seven Days in June* (2021), which interrogates the making of literary space with a bestselling but critically marginalized Black romance novelist as the main protagonist.

Across genres we will ask: What can count as a “room” in which to write? Who gets to enter it, who pays for it, and what is sacrificed to stay inside? And how do questions of identity and artistic legitimacy shape the spaces in which writing happens—or fails to happen?

Given the wealth of material on this topic in the last ten years, I suggest we distinguish some main texts (which we will all read) and a number of optional texts (which only some of us will read).

Our main texts (collective readings, which everyone should purchase) are:

Virginia Woolf, *A Room of One's Own* (1929).

Maggie Doherty, *The Equivalents* (1920)

Bernardine Evaristo, *Manifesto* (2021)

Jenny Offhill, *Dept. of Speculation* (2014),

Martin Amis, *The Information* (1995)

And as additional readings (not mandatory for everyone but perhaps part of individual short presentations) we will consider (but you are welcome to make additional suggestions):

Tia Williams, *Seven Days in June* (2021)

Deborah Levy, *The Cost of Living* (2018)

Rachel Yoder, *Nightbitch* (2021)

Sigrid Nunez, *The Friend* (2018)

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

A useful entry into the topic by way of light summer-break reading could involve William's *Seven Days in June* and Deborah Levy's short autobiographical *The Cost of Living* (2018).

Please register by writing an e-mail to leypoldt@as.uni-heidelberg.de.

5 Kolloquien

Kolloquien Literaturwissenschaft

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

Prof. Dr. Nünning: Tue, 14.00-16.00, 113

This seminar is intended for doctoral students focusing on Anglophone 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.

Exam Preparation

Prof. Dr. Schnierer: Mon, 14.15-15.45, 113

Diese Ankündigung ist auf Deutsch, aber das Kolloquium wird beide Sprachen in ihr Recht setzen. Es soll der Vorbereitung auf 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.

Kolloquium

Prof. Dr. Leypoldt: Thu, 14.00-16.00, 113

This colloquium is intended for exam candidates, and it offers a forum for discussing and presenting examination topics. M.A. students looking for Independent Studies projects are very welcome.

Kolloquien Sprachwissenschaft

Colloquium for Bachelor's and Master's Theses

Priv.-Doz. Dr. Nesselhauf: Mon, 27.10.2025: 10:00-11:00 in 112; Mon, 03.11.2025: 10:00-11:00 in 112; Mon, 17.11.2025: 10:00-11:00 in 112; Mon, 01.12.2025: 10:00-11:00 in 112; Mon, 15.12.2025: 10:00-11:00 in 112; Mon, 26.01.2026: 10:00-11:00 in 112; Mon, 02.02.2026: 10:00-11:00 in 112; Wed, 04.03.2026: 10:00-12:30 in 112

This colloquium is intended for all students who are currently writing a BA, M.Ed. or MA thesis with me or are planning to do so in the near future. We are going to discuss both your individual projects as well as more general aspects of the process of thesis-writing, such as developing a suitable research question, designing and performing an empirical study, dealing with secondary sources etc.

In addition to the Monday sessions during the semester (27 Oct., 3 Nov., 17 Nov., 1 Dec., 15 Dec., 26 Jan. and 2 Feb.) we are going to have two longer sessions on Wednesday 8 October 2025 and on Wednesday 4 March 2026, both from 10:00-12:30.

Registration is not necessary if you are already registered with me for your thesis in the current or following semester. Otherwise, please send me an email: Nadja.Nesselhauf@urz.uni-heidelberg.de.

Colloquium for Exam Candidates

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

Candidates for M.Ed. 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.

Please note the colloquium will take place (roughly) every other week.

To register, please send an e-mail, stating when you will take the final oral exam, and who your examiner in linguistics will be.

Colloquium for Exams

Priv.-Doz. Dr. Nesselhauf: Mon, 10.11.2025: 10:00-11:00; Mon, 24.11.2025: 10:00-11:00; Mon, 12.01.2026: 10:00-11:00; Mon, 19.01.2026: 10:00-11:00; Tue, 24.02.2026: 09:30-13:30; Wed, 25.02.2026: 09:30-13:30 in room 112

This colloquium assists students in preparing for the final oral exam in the Master of Education. We will discuss the choice of suitable topics and literature and revise basic knowledge of all central areas of linguistics. Also, we will cover the different areas of specialization of the participants and practice possible exam questions.

In addition to the four Monday sessions during the semester (10 Nov., 24. Nov, 12 Dec. 19 Dec.), we will have two intensive sessions on 24 and 25 February 2026, from 9:30-13:30.

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

Exam Colloquium

Prof. Dr. Heyd: Wed, 16.15-17.45, 113

This colloquium is intended for (1) candidates for the final oral exam in the M.Ed. program, and (2) candidates who are planning or writing a thesis (B.A., M.A., M.Ed.) under my supervision. We will divide our time between discussing your ongoing research projects and preparing for the final exam.

Research Colloquium

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

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.

Registration: via e-mail to Inge Kehr, linguistik@as.uni-heidelberg.de

6 Oberseminare

Oberseminar: Recent Trends in US Literary and Cultural Theory

Prof. Dr. Leypoldt: Thu, 16.00-18.00, 113

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.

Oberseminar Literaturwissenschaft

Prof. Dr. Schnierer: Thu, 18.15-19.45, 112

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

7 Fachdidaktik

Fachdidaktik im BA

Einführung Deutsch als Zweitsprache: Eine Annäherung aus bildungspolitischer, spracherwerblicher und didaktischer Perspektive

Prof. Dr. Pagonis: Mo, 9.15-10.45, Plöck 55

See: <https://heico.uni-heidelberg.de/heico/ee/ui/ca2/app/desktop/#!/slc.tm.cp/student/courses?skip=0&objTermId=188&orgId=1&q=0906000049>

Registration via "heiCO" from Sept 1, 2025.

Multiple Facets of Culture in Second Language Education

Dr. Bondarenko, online

See: <https://heico.uni-heidelberg.de/heico/ee/ui/ca2/app/desktop/#!/slc.tm.cp/student/courses?skip=0&objTermId=188&orgId=1&q=0900%C3%9CK-FD1>

Registration via "heiCO" from July 22, 2025 to October 24, 2025.

Fachdidaktik 1 im M.Ed.

Essentials for Teaching English

Mußmann: Tue, 9.15-10.45, 114

Mußmann: Tue, 11.15-12.45, 114

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).

Registration: via email (susanne.mussmann@gym-hd.seminar-bw.de)

Task-Based Language Teaching

Prof. Dr. Blume: Fri, 8.00-10.00, PH A106 (INF 561)

Task-based language teaching (TBLT) refers to an approach to language learning and teaching that emphasizes communicative tasks. Instead of a list of ordered linguistic items, TBLT focuses on situations that provide a meaningful purpose for using the target language. TBLT has many different varieties; the emphasis in this course is on TSLL. It one of the major approaches to language teaching worldwide and has been extensively researched over the last 20 years. In this seminar, we will explore various concepts of task in language teaching and learning, research into how languages are learned and the consequences for task design, and different practical approaches to task-based teaching. We will look into conceptualizations of tasks as well as task features and task types. You will learn how to sequence tasks and gauge task difficulty, and develop methods of balancing task support and task demands in heterogenous learner groups. Finally, task-based language assessment will be briefly covered. Texts will be made available on stud.ip.

Please sign up for the course on stud.ip. Students from the university must submit proof of MA enrollment in order to register.

Fachdidaktik 2 im M.Ed.

Teaching English as a Foreign Language Outside School

Prof. Dr. Rymarczyk: Thu, 14.00-16.00, PH 123 (Keplerstr. 87)

You will get to know places outside school that lend themselves to the learning of a foreign language such as the cinema, libraries, theatres, and especially museums as so-called “brick and mortar” places. Another group of places are the ones which are opened up to us by the Internet. For both groups we are going to discuss and experience their opportunities and difficulties.

“Brick and mortar” places can be experienced first hand when we go to Cologne (FR to SA in January or February) to meet museum staff who is interested in making their museums (here: Museum Ludwig) places of second and foreign language learning. They are going to explain their concepts to us but in the course of the two days in Cologne you will also be offered some workshops to experience some approaches to dealing with art in the museum yourself. Please note that you do **not** need any knowledge of fine arts in order to take part in and enjoy these workshops!

Regular attendance and reading are mandatory. You should also be prepared to join a project group to design material—your personal requirements determine the work load (obviously there is a higher work load if you need the full amount of credits for this seminar).

Please sign up for the course on stud.ip. Students from the university must submit proof of MA enrollment in order to register.

First Bibliography/ course books:

Burwitz-Melzer, Eva/Königs, Frank G./Riemer, Claudia (eds.). Lernen an allen Orten? Die Rolle der Lernorte beim Lehren und Lernen von Fremdsprachen. Arbeitspapiere der 35. Frühjahrskonferenz zur Erforschung des Fremdsprachenunterrichts. Tübingen: Narr.

Rymarczyk, Jutta (ed.) (2013). Foreign Language Learning Outside School. Places to see, learn and enjoy. Frankfurt a.M.: Peter Lang.

Feick, Diana & Rymarczyk, Jutta (eds.) (2022). Zur Digitalisierung von Lernorten—Fremdsprachenlernen im virtuellen Raum. Frankfurt a.M.: Peter Lang.

Critical Digital Literacies

Prof. Dr. Blume: Tue, 8.00-10.00, PH A106 (INF 561)

In our contemporary world, having access to digital technologies and knowing how to use them is essential in order to participate in the wider society. Competent usage of online spaces involves, however, also understanding the ways in which these very spaces limit access or participation beyond owning specific tools or knowing how to navigate websites. The focus in this course is on examining these more subtle and complex elements of access and participation, focusing on how online tools and can both empower and disempower some individuals on the basis of competence, socioeconomic status, race, ethnicity, disability, language, gender, sexuality, or body. The implications for the English classroom will be a central theme of these investigations, asking what the teacher can do to mitigate negative effects while fostering positive ones.

Please sign up for the course on stud.ip. Students from the university must submit proof of MA enrollment in order to register.

Teaching Fiction at High School

Mußmann: Tue, 13.15-14.45, 114

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 easily be 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 and dealing with AI, 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 October 28:

- 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)

Requirement: regular attendance, active participation & term paper

Registration: via email (susanne.mussmann@gym-hd.seminar-bw.de)

Fachdidaktik 3 im M.Ed.

Students planning to do their *Schulpraxissemester* in winter 2026/27 should register in summer 2026.

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.

A. von der Schulenburg	Mon, 14.15-15.00, 108
A. von der Schulenburg	Mon, 15.15-16.00, 108
A. von der Schulenburg	Mon, 16.15-17.00, 108
A. von der Schulenburg	Wed, 9.15-10.00, 110
A. von der Schulenburg	Wed, 10.15-11.00, 110
A. von der Schulenburg	Wed, 11.15-12.00, 122

Pronunciation Practice BE

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

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

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

A. Mau	Tue, 11.00-11.45, 116
A. Mau	Tue, 12.00-12.45, 116
A. Mau	Tue, 13.00-13.45, 110
A. Mau	Tue, 14.15-15.00, 110
A. Mau	Tue, 15.15-16.00, 110
A. Mau	Tue, 16.15-17.00, 108

English in Use

English in Use: Professional Communication

Dr. Föhr: Wed, 9.15-10.45, 113

This class aims to help you to master various means of communication commonly used in professional settings, such as formal e-mails, meeting minutes, and presentations. It is structured as a series of workshops, most of which begin with a 15-minute writing session. We will spend a substantial amount of time in class generating texts that you should continue working on at home or revising texts that you started at home. You will also be asked to present information to the group.

English in Use: Text Comprehension

Pfister: Thu, 9.15-10.45, 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.

English in Use: Translating Texts

Pfister: Thu, 11.15-12.45, 116

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. Students will also produce their own translations and compare them to versions generated by ChatGPT and DeepL in order to identify discrepancies and discuss the merits and shortcomings of different translation choices.

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.

B. Gaston	Mon, 11.15-12.45, 108
B. Gaston	Mon, 14.15-15.45, 110
B. Gaston	Mon, 16.15-17.45, 110
D. O'Brien	Tue, 9.15-10.45, 122
K. Henn	Tue, 14.15-15.45, 108
K. Henn	Wed, 11.15-12.45, 116
K. Henn	Wed, 14.15-15.45, 122
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 during class.

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

Only BA students who have passed Tense and Aspect may register for this course.

K. Henn	Mon, 14.15-15.45, 122
K. Henn	Mon, 16.15-17.45, 122
K. Henn	Tue, 11.15-12.45, 115
Dr. Föhr	Wed, 11.15-12.45, 112
D. O'Brien	Thu, 9.15-10.45, 112
D. O'Brien	Fri, 11.15-12.45, 122

Essential Skills for Writing for Repeat Students

Dr. Föhr	Fri, 9.15-10.45, 108
Dr. Föhr	Fri, 11.15-12.45, 108

Structure and Idiom

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

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

D. O'Brien	Tue, 11.15-12.45, 122
B. Gaston	Tue, 14.15-15.45, 116
D. O'Brien	Wed, 9.15-10.45, 122
Dr. Föhr	Thu, 11.15-12.45, 110
B. Gaston	Thu, 16.15-17.45, 116

Advanced English in Use

Advanced English in Use: Theatrical Reviews

Dr. Burlingame-Goff: Thu, 09.10.2025: 09:00-17:00; Fri, 10.10.2025: 09:00-17:00; Sat, 11.10.2025: 09:00-17:00 in room 122; Sun, 12.10.2025: 11:00-19:00 (Excursion to the Amelia Earhart Theater in Wiesbaden)

Thu, 09.10.2025: 09:00-17:00; Fri, 10.10.2025: 09:00-17:00; Sat 11.10.2025: 09:00-17:00 in room 122

This course is comprised of six, three-hour blocks of instruction in our Department. These are from 9:00-12:00 and 14:00-17:00 on Thursday October 9, and Friday October 10, and Saturday October 11 in Room 122. Attendance at these sessions is mandatory, and homework will be assigned between the sessions. Any student who does not attend the first class will be removed from the attendance list. If you already know of conflicts at any of these times, please register for another course.

The final session on Saturday will include an in-class writing assessment that will count as 2/3 of your grade.

The remainder of your grade will be determined by a writing assignment based on the musical Beetlejuice, which is being presented at the Wiesbaden Amelia Earhart Playhouse on October 12, at 2 p.m. Based on Tim Burton's classic film, this hilariously demented musical tells the story of Lydia Deetz, a strange and unusual teenager whose whole life changes when she meets a recently deceased couple and a demon with a thing for stripes.

Registration is via email only: cebg@as.uni-heidelberg.de. For planning purposes, I need to know if you are interested in taking part in the course by no later than September 15th. Because the Amelia Earhart Playhouse is located on an American Military Base, need a scan of your passport by that date. This course is only open to students who have already completed Tense and Aspect, Essential Skills for Writing and Structure and Idiom in a previous semester.

The only screen we will be using in this course is the one we watch together. Please leave your devices packed away so that we can give our undivided attention to the screenings, presentations and in-class discussions.

One further note: Students nearing the end of their studies can receive credit for the course and have their grade posted in HeiCON shortly after turning in their final assignment.

Advanced English in Use: Fables, Fairy Tales, and Ballads

Gaston: Tue 09:15-10:45, 108; Sat, 29.11.2025: 09:00-12:30 in Heu I

Gaston: Tue 11:15-12:45, 108; Sat, 29.11.2025: 09:00-12:30 in Heu I

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 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).

The only screen we will be using in this course is the one we watch together. Please leave your devices packed away so that we can give our undivided attention to the screenings, presentations and in-class discussions.

GRADING: 50% of your grade will be based on a midterm covering fables and fairy tales (Sat, Nov 29, 10:00—12:00) and 50% on a final exam covering ballads (50%)

.

N.B.: There will be a movie screening on 18.11.2025 from 18:00-20:30. Please keep that evening free.

Advanced English In Use: Clarity and Concision

Henn: Thu, 14.15-15.45, 114

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.

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

9 Sonstiges

Hot Off the Press

Dr. Elstermann & Dr. Jakubzik: Wed, 16.15-17.45, 112

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.

Film and Society: Winter, Spring, Summer, and Fall

Dr. Burlingame-Goff: Wed, 18.00-21.30, 108

"To everything there is a season," including films. Seasonal changes and their conditions are often used by screenwriters and directors to explore isolation, death, rebirth, optimism, romance, hedonism, contemplation, contentment, and even homicide.

This semester we will be watching films that use the seasons of autumn and winter thematically in expected and unexpected ways. Movies may include Dead Poet's Society, Hocus Pocus, You've Got Mail, The Holdovers, Fargo, The Savages, Frozen, and Black Christmas.

All are welcome to attend this course.

No registration is required. Details about how to receive ÜK points (NOT ECTS points) will be explained at the first class session (October 15th).

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.

Creative Writing: Genre Exploration

Blanchard: Fri 9.15-10.45, 114

This course encourages students to explore a variety of genres through weekly writing prompts and discussion sections. From horror to romance, mystery to adventure, and everything in between, students will collaborate with their peers and provide constructive feedback.