KOMMENTIERTE ANKÜNDIGUNGEN ANGLISTIK

Anglistisches Seminar

Wintersemester 2026/27



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Ruprecht-Karls-Universität Heidelberg
Anglistisches Seminar
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https://www.as.uni-heidelberg.de/studium/kvv.html

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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 2026, 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.

Homepage changes

Some of the links in this document (those leading to "www.as.uni-heidelberg.de/...") may change mid August 2026, when the Department homepage is integrated into the University's corporate design.

Key Dates and Deadlines

Lecture Period	Oct 13, 2026-Feb 6, 2027
Freshers' Day (BA students)	Oct 7
Information Sessions for students in the MA English Studies programme: Online Meeting. Link: https://heiconf.uni-heidelberg.de/pwaz-wna7-y3fv-ntyf	Oct 7, 1pm (CEST)
Meet & Greet with Brown Bag Lunch for old and new M.A. students	Oct 21, 1pm
Information meeting for students newly enrolled in our M.Ed.	Oct 12, 2026, 11-12.30, room 108
HSE compact introductory days for new students in the Master of Education (M.Ed.)	tba.
Holidays	Dec 21, 2026-Jan 6, 2027
Obligatory online registration for courses: - Proseminare I,II, III - Hauptseminare	Jul 20, 2026-Sep 13, 2026
Lectures (including Phonetik, Einführung in die Literaturwissenschaft and Einführung in die Sprachwissenschaft)	Jul 20, 2026-Oct 8, 2026

- Tense and Aspect - Structure and Idiom - Essential Skills for Writing - English in Use - Advanced English in Use - Pronunciation Practice	Sep 28, 2026-Oct 8, 2026
Late registration for **linguistics** seminars with free spots (seminars in literature and cultural studies have no late registration period!)	Sep 21, 2026-Oct 4, 2026
Notfallsprechstunden	Oct 7, 13:00 room 317; Oct 9, 14:15 online; Oct 12, 14:15 room 317; Oct 13, 11:15 room 317.
Exam registration	Dec 14, 2026-Jan 22, 2027

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

Online Registration ("Kurswahl mit Fixplatzvergabe") with implicit 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 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, Proseminare, and Hauptseminare 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 you 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./first name last name" (e.g. "Dear Prof. Miller, Dear Dr. Smith, Dear Sasha Taylor). Please respect the addressee's pronoun preferences if they indicate one.
    - 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).

Fachdidaktik in the M.Ed.

In the M. Ed. program, English students can choose among Fachdidaktik courses offered by the English Department and the *Pädagogische Hochschule* (PH) Heidelberg. Registration for these courses is generally not possible via heiCO. Students wishing to take PH courses must sign up via *stud.ip* in order to access course materials. Please see individual course descriptions for specific registration procedures and deadlines.

Freshers' Day (Orientation for New BA Students)

This day-long orientation program (Oct 7, 2026, 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. There's an early online information session on October 7 (at 1pm), and a "Meet & Greet" on October 21, also at 1pm.

Orientation for New Master of Education Students

Oct 12, 2026, 11:00-12.30, room 108: information meeting 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.

Updated Oct 9 (correction Blockseminar Rymarczyk)

Updated Oct 1 (added PS Vogelsanger, cancelled courses Nesselhauf)

Updated Sept 11 (cancelled PS Cuervo Alternative Pasts and Imagined Futures)

Updated August 27 (PS Cannings Mon 14-15)

Updated July 29 (Complexity, PS Dr. Salakhyan)

Updated July 24 (Fachdidaktik)

Final editing: Jakubzik; editorial deadline: July 13, 2026.

2 Vorlesungen

Vorlesung historische Sprachwissenschaft

The History of the English Language Told Backwards

Prof. Dr. Landert: Tue, 9.15-10.45, HS 15

Enter our linguistic time machine and travel back in time period by period! We will start our journey in the present, where we look at some of the very recent and still ongoing changes of the English language. These include, for instance, the spread of English across the world and changes linked to the development of new communication technologies. For instance, we will look at stylistic changes that are known as colloquialisation and informalisation—in other words, we will discuss whether it is true that language is becoming more informal and that people are becoming less polite (spoiler: No, but also: it's complicated!). After this initial review of ongoing change, we will move on to Late Modern English (the period of prescriptivism), Early Modern English (the language of Shakespeare), Middle English (the period in which English lost many of its inflections), and Old English (the period in which English came into being). We will end the lecture by exploring the pre-history of English, including the common origins of English and German, which lead to parallels between the two languages that have survived until today. Throughout our exploration of the history of English, we will discuss characteristics of each period on the level of phonology, spelling, morphology, syntax, the lexicon, and pragmatics. We will look at mechanisms of linguistic change, and we will focus on how social, technological and political developments are closely related to language change.

Learning objectives:

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

- identify the main periods of the English language and describe the typical linguistic characteristics of each period and its main differences from the period before and after
- name central extra-linguistic developments that had a strong effect on the English language across the history of English and explain these effects
- identify and explain the most central mechanisms of linguistic change and illustrate them with examples

Assessment: The lecture will be assessed with a written exam, which is taking place in the final week of the semester.

Registration: via 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.

Texts: The following textbook is compulsory reading:

Hejná, Míša, and George Walkden. 2022. *A History of English*. Textbooks in Language Sciences 9. Berlin: Language Science Press. https://langsci-press.org/catalog/book/346.

Note that this book is freely available as a PDF file (open access publication).

Additional readings will be made available on Moodle.

Vorlesung moderne Sprachwissenschaft

English in Germany

Prof. Dr. Heyd: Tue, 14.15-15.45, HS 15

Without a doubt, the English language is a major factor of influence in the German-speaking world, and has been so for centuries. Attitudes toward English in Germany are ambivalent: on the one hand, English is widely taught and used as the language of globalization. On the other hand, it is often vilified and treated with skepticism, in particular within discourses of linguistic purism.

In this lecture, we will explore the relation of English in/and Germany from different angles. We will look at the history and different phases of language contact, consider linguistic structures and practices such as anglicisms and code-switching, and chart different domains of use such as education, commerce, tourism, pop music and digital culture. Finally, we will look at relations of English and German beyond the borders of Germany, e.g. in Austria and Switzerland, in Namibia, and in historical German emigrant communities in the USA and Australia.

By critically examining the role of languages and nation states, we will explore our understanding of national categories and linguistic diversity, and how we can rethink them in an age of globalization.

Texts: Görlach, M., 2002. *English in Europe*. OUP Oxford.

Hickey, R. (Ed.). 2019. *English in the German-speaking World*. Cambridge University Press.

Hilgendorf, S.K., 2007. English in Germany: Contact, spread and attitudes. *World Englishes*. 26(2), pp.131-148.

Vorlesungen Literaturwissenschaft

History of English Poetry

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

This lecture will cover the entire length and some of the breadth of the development of English Poetry from the 16th century to the present day. We will interpret "English" broadly and include poems from Scotland, Wales and Ireland. Popular poetry and song lyrics will be featured as well.

Vorlesung Kulturwissenschaft

Key Concepts for the Study of Culture

Prof Dr. Nünning and Priv-Doz. Dr. Peterfy: Wed, 9.15-10.45, HS 15

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

Course requirements:

The lecture will comprise a mix of lectures (in praesentia), self-study (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.

3 Einführungsveranstaltungen

Phonetik

Introduction to Phonetics and English Phonology

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

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

N.B.: Students also need to take the course 'British/American English Phonetics (Pronunciation Practice),' either British or American English, preferably in the same semester as the lecture. 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. Landert: 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.

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

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

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.

For questions concerning sign-up procedures, please contact Inge Kehrer at linguistik@as.uni-heidelberg.de

Texts:

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

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

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

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

Einführung Literaturwissenschaft

Introduction to Literary Studies

Prof. Dr. Leypoldt: Tue, 16.15-17.45, Heu II

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

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

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

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

4 Proseminare

Proseminar I Sprachwissenschaft

Semantics

Dr. Pahlke-Pleyer: Mon, 11.15-12.45, 122

Have you ever asked yourself why technically, a *butt dial* and a *booty call* sound fairly similar, but mean vastly different things? If yes, this is the course for you.

Semantics is the study of 'how we mean,' that is, how we use words, phrases and sentences to express meaning in language.

We will look at what 'meaning' is in the first place, and how we can describe meaning relations between linguistic forms and entities in the real world. Working from a cognitive-linguistic approach to semantics, we will consider different ways of capturing meaning in language, such as thematic roles, prototype theory, or metaphor. We will also delve deeper into key concepts to understand why, for instance, *dove* can mean a white bird in one context, but be used to talk about one's spouse in another. To do so, we will also branch out into related disciplines of linguistics, such as pragmatics, morphology, and syntax.

At the end of the semester, students will have the skills to observe, describe and analyse semantic processes found in English and other related languages. A portion of our class time will be devoted to teaching students all skills necessary to conduct small-scale empirical research projects into an aspect of semantics of their choice.

Credits are given for regular attendance, preparation, an oral presentation during term-time, and a written empirical term paper, to be handed in after the end of term.

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

Variation across Style and Register

Weiß: Tue, 9.15-10.45, 114

Have you ever noticed that the way you speak differs depending on the situation and the 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. In this PS1, we will explore these differences in detail from a linguistic perspective. On a theoretical level, we will discuss 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 investigate such differences ourselves with the help of existing corpora.

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

There will be a reading assignment each week, made available on Moodle. Students should have completed 'Introduction to Linguistics' before attending this proseminar.

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

Morphology

Zieglmeier: Tue, 14.15-15.45, 114

In linguistics, morphology is concerned with the internal structure of words. In this course, we will explore the structure of English words through a linguistic lens. In addition to the traditional scope of morphology, we will explore word-formation, morphological variation, and the intersections of morphology with other linguistic subdisciplines (phonology, historical linguistics, cognitive linguistics, etc.). We will further compare the grammatical structure of English to languages with typologically different morphological systems.

Learning goals:

- revise and consolidate the fundamentals of English linguistics
- understand and describe the morphological properties and mechanisms of English
- read, interpret, and critically discuss empirical research
- design an independent research project exploring a facet of English morphology based on self-collected empirical data

Course assessment:

Regular and active participation (10%), weekly assignments (20%), group presentation (20%), empirical term paper (50%).

Prerequisites: Introduction to English Linguistics

Intensifiers

Prof. Dr. Heyd: Wed, 11.15-12.45, 114

Intensification is a linguistic strategy of boosting meaning and of making utterances more colorful, urgent or otherwise adding focus or expressivity. Traditionally, intensification has been studied through adverbial modifiers: *very nice, so cool, totally awesome*. But in particular through social media usage, attention has shifted in recent years to intensification strategies understood more broadly, including practices such as reduplication (*nooooo*) or the use of punctuation!!!!!

Intensification may seem, at first glance, like a minor topic in comparison to major categories of structural linguistics, but its use gives us a glance into many aspects of linguistic patterns and practices: intensifiers undergo language change, often more rapidly than other features of a language; they show complex and interesting variation across region, social class, gender, and communities of practice; and because they are expressive, they provide us insight into the affective aspects of social meaning that language users produce when interacting.

In this class, we will discuss different forms of spoken, written, digital and multimodal intensification. In doing so, our learning goal is to develop a first understanding of doing linguistics: what are research questions that linguistics asks? What are linguistic data, how can I collect, identify, analyze and work with them? How do I locate and engage with linguistic research literature that is relevant and helpful for my interests? What are academic routines of talking about, presenting and writing about my own

work? Through many pointers and hands-on ways of practicing, we will explore the topic of intensifiers and intensification based on the project ideas that you develop.

Texts: Cotgrove, L. (2025). Novel methods of intensification in young people's digitally-mediated communication. In *Exploring digitally-mediated communication with corpora. Methods, analyses, and corpus construction* (pp. 137-161). De Gruyter.

Tagliamonte, S., & Roberts, C. (2005). So weird; so cool; so innovative: The use of intensifiers in the television series *Friends*. *American speech*. 80(3), 280-300.

Modal verbs

Yim: Thu, 11.15-12.45, 115

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, including corpora, and undertake different types of linguistic analysis. Topics covered include the categorisation of modal meaning, variation in modal verb use across register and time, and the influence of sociodemographic factors.

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.

Variation across Style and Register

Yim: Fri, 11.15-12.45, 114

Different registers call for different language; the words, grammatical constructions and discourse conventions which go into a job application vary considerably from those of a personal diary, recipe or birthday party invitation. In this PS1 you will be introduced to theoretical concepts to describe this variation, such as text type, genre, register, and style. You will engage with previous linguistic research which has applied these theoretical concepts to language data and you will learn how to conduct your own data analysis to examine register variation. We will gain practical experience working with language data from various sources, including corpora.

By the end of the semester 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. 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.

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. We will also measure our own pronunciation and visualize it in order to understand it better.

Prerequisites: No prior experience with phonetics or quantitative methods is required.

Exam Type: active participation in class, homework (including hands-on practices at home), one in-class presentation, term paper

Proseminar II historische Sprachwissenschaft

Reading the Round Table: Introduction to the history of the English language through Arthurian legends

Dr. Vogelsanger: Thu Dec 17: 4.15-5.45 in room 115; Fri Dec 18: 11.15-5.45 in room 113; Sat Dec 19 9.15-12.45 in room 113; Thu Jan 14: 4.15-5.45 in room 115; Fri Jan 15: 11.15-5.45 in toom 113; Sat Jan 16: 9.15-12.45 in room 113, Raum: AS

This course will provide a general introduction to historical English linguistics and a broad overview of Old English (ca. 450-1150) and Middle English (ca. 1150-1500). We will look at the differences between Present-Day English and earlier stages of the English language in different areas of language, such as syntax, morphology, and the lexicon.

The main focus will be on Middle English. We will be reading excerpts from various Arthurian romances and use these as examples and case studies to illustrate how we can investigate and explain the linguistic changes that occurred between the earliest stages of the English language and now.

Six credit points will be given for attendance (1), preparation (2), presentation (1), written assignment (2).

Readings, a more detailed time table, as well as the grading criteria for the presentation and written assignment will be made available on Moodle.

Introduction to Old English

Dr. Hänßgen: Wed, 14.15-15.45, 114

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

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

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.

Exam Type: Participation; assignments; final written exam.

Shakespeare's Early Modern English

Priv-Doz. Dr. Mollin: Thu, 11.15-12.45, 112

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.

Prerequisites: Introduction to English Linguistics, PSI in English Linguistics

The History of the English Language: An Overview

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

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

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.

Prerequisites: Introduction to English Linguistics, PSI in English Linguistics

Proseminar II moderne Sprachwissenschaft

Decolonizing Linguistics

Neuhausen: Fri, 11.15-12.45, 110

In this class, we will critically assess theory-building, data collection, and analysis processes in the field of linguistics, and explore what impact colonization still has on the assumptions and methods we use to this day.

The different subtopics will, among others, address the following questions:

Theory-building: What role do power relations play in how we view and analyze language? What assumptions (or biases) about language(s) do we bring as linguistic researchers? What do we consider as knowledge? Who creates this knowledge and how? And for whom?—How can we decolonize linguistic theory?

Data collection: How did linguists traditionally collect data? What ethical aspects should we think about before, during, and after fieldwork? How can we include community members during data collection processes?—How can we decolonize linguistic fieldwork?

Data analysis: What impact do colonial structures still have on language classification, documentation, and interpretation? How can we actively involve community members and experts of the language when we conduct research on their language(s)?—How can we decolonize interpretations of linguistic variation?

We will finally reflect on how we can apply the knowledge we learned in this class to real-life situations. What impact do attitudes to language, prestige, standardization, and colonization have on everyday life aspects? How can we—as linguists, as students, as citizens in this society, as future teachers, and as future scientists—contribute to more equity and justice when it comes to language?

Prerequisites: No prior knowledge is required.

Exam Type:

- 20 % regular and active participation in class (no more than two missed classes unexcused)
- 20 % completion of homework exercises and readings
- 10 % leading of the activation period of one session
- 50 % detailed outline of a linguistics research project implementing social justice measures

Texts: Charity Hudley, Anne H., Christine Mallinson & Mary Bucholtz (eds.). 2024. *Decolonizing Linguistics*. New York, NY: Oxford University Press. https://doi.org/0.1093/oso/9780197755259.001.0001.

Language and Persuasion

Dr. Pahlke-Pleyer: Mon, 14.15-15.45, 115

In this course, we want to explore how language can be used to persuade people, that is, convince them of a certain point of view, and to construe perspectives in discourse.

To uncover linguistic means of convincing people of one's standpoint, we will turn to a variety of discourses, from politics to advertising, cults, and the language of Reddit's 'manosphere.' We will ask, for instance, how metaphorical language may be used to persuade voters of standpoints for or against immigration. We will consider multimodal ways that are used in advertising to create desire for the product and persuade the customer to purchase it. In considering specific communities such as the 'manosphere' or religious cults, we will investigate how membership is construed through language, how specialised lexis is used to form in-group identity (e.g. 'alpha' vs 'beta' males) and which linguistic means are available to mark others as undesirable out-groups.

At the end of the semester, students will have the skills to observe, describe and analyse persuasive language in a variety of discourses. A portion of our class time will be devoted to teaching students all skills necessary to conduct small-scale empirical research projects into a persuasive discourse of their choice.

Credits are given for regular attendance, preparation, an oral presentation, and a written empirical term paper, to be handed in after the end of term.

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

Rüdiger, S. & D. Dayter (eds.) (2025). *Manipulation, Influence and Deception*. CUP.

Partington, A. (2025). *The Language of Persuasion in Politics and the Media*. 2nd edn. Routledge.

Language, Gender, and Sexuality

Prof. Dr. Heyd and V. Zieglmeier: Tue, 16.15-17.45, 108

From the 1980s onward, linguists have developed a growing interest in the linguistic manifestations of gender and sexuality. What started as a tentative inquiry into "gayspeak" (Chesebro, 1981)–i.e., lexical and communicative conventions specific to gay speakers–has grown into a pioneering subdiscipline of sociolinguistics and discourse analysis. Today, it is well-established that gender and sexual identity is constructed and negotiated through language (Bucholtz and Hall, 2005), but that language is equally used to exclude, marginalize, and stigmatize deviant groups and individuals (Barrett and Hall, 2024).

In this course, we will trace the development of Language, Gender, and Sexuality Studies (LGS) over the decades and discuss the theoretical, empirical, and ethical implications of research on individuals and communities with non-normative genders and sexualities. Our endeavor into LGS will be twofold: On the one hand, we will explore (discourses about) identity labels such as queer, gay, and trans and how discourse and language structures society into distinct groups (see, e.g., Levon, 2021). On the other hand, we will examine how these identity categories are linguistically reflected and constructed, particularly with regard to sociophonetic variation (see, e.g., Calder, 2020).

The course assessment will consist of project-based work; the detailed grading modalities will be discussed in the first session.

References: Bucholtz, M.; Hall, K. (2005). Identity and interaction: a sociocultural linguistic approach. *Discourse Studies*. 7(4-5), 585–614.

Barrett, R.; Hall, K. (2024). Sexuality discourses: Indexical misrecognition and the politics of sex. *Annual Review of Anthropology*. 53. 127–146.

Calder, J. (2020). From "gay lisp" to "fierce queen": The sociophonetics of sexuality's most iconic variable. In K. Hall and R. Barrett (Eds.), *The Oxford Handbook of Language and Sexuality* (online edn.). Oxford University Press.

Chesebro, J. (Ed.) (1981). *Gayspeak: Gay male and lesbian communication*. Pilgrim Press.

Levon, E. (2021). Language and sexual politics: Discursive negotiations of belonging. In K. Hall and R. Barrett (Eds.), *The Oxford Handbook of Language and Sexuality* (online edn.). Oxford University Press.

Proseminar I Literaturwissenschaft

Relate the Cause, o Muse: Introduction to the English Epic

Krynauw: Wed, 14.15-15.45, 113

Sometime before Christ (we do not know exactly when) some scribes (we do not know exactly how many) wrote down two long poems in Ancient Greece. They were a type of narrative poem called the epic, a cornucopia of cultural myth and memory recited by rhapsodes; these two poems, the *Iliad* and the *Odyssey*, traditionally attributed to the blind bard Homer, became a staple and a cornerstone of Western literature. Millenia later, England produced its own treasury of epics, but two works in particular stand out whenever *epic* and *England* are conjoined: *Faerie Queen*, the romance tale of Edmund Spenser, and the encyclopaedic poem of John Milton, *Paradise Lost*.

In this course, we will look not only at the history and theory of epic poetry, but also at topics specific to three central works of the genre: the origin and eternality of Homer's *Odyssey* (English translation: Emily Wilson), the vibrant allegories of Spenser, the style and scope of Milton. At the end of this proseminar, students will be well-acquainted with these works and the tradition which yielded them.

Please read *Paradise Lost* (Penguin Classics) before the course starts.

18th Century British Satire

Stevenson: Mon, 14.15-15.45, 110

In times of great change, what techniques do writers have at their disposal to challenge or hold a mirror up to power? This course will focus on satire as one such tool, and provide an introduction to the use of satirical techniques by figures such as Jonathan Swift, Jane Collier, Charlotte Lennox, and Ignatius Sancho. Through close readings, we will explore the methods 18th century writers used to lampoon, lambast, or amuse, and analyse how their writings respectively reflect and challenge various aspects of British society at the time. Throughout this course we will question the limits of satire: Is it a genre? A form? And how can we differentiate between different kinds of satire? Central to our discussion will also be issues of canonization, i.e. which of the chosen texts have historically been recognized as part of literary and cultural discourses, which texts have been excluded, and why.

The course aims to give students an introduction to 18th century British literature, the historical context of the time, and of course the genre of satire in particular.

Course texts will be made available via Moodle/a course reader throughout the semester.

Introduction to British Historical Fiction of the 21st Century

Cannings: Mon, 14.15-15.45, 114

This class shall serve as an introduction to the very popular genre of historical fiction, with the focus being on novels published within the last two decades. This type of fiction has a long history, but has continued to have relevance by reinvention–this class shall in turn examine in just what form British historical fiction has taken for audiences of the 21st Century. Among other aspects, we shall examine the various ways in which these novels create sympathy for the characters and (seeming) verisimilitude for the setting respectively, the relationship between such novels and the historical record, how they make themselves relevant for a modern reading public, and also trying to determine what makes them have such a broad popular appeal.

The novels we shall be examining are:

- Wolf Hall by Hilary Mantel (2009)
- Harvest by Jim Crace (2013)
- Hamnet by Maggie O'Farrell (2020)

Students will be expected to purchase a copy of these texts for this class.

Prerequisites: Successfully passing the 'Introduction to Literary Studies' lecture.

Exam Type: Term Paper

The Emergence of Literary Modernism Around the Turn of the 20th Century: Transnational Innovations of Literature in Paris, Vienna, and London

Rothvoss Buchheimer: Thu, 14.15-15.45, 115

This course traces the emergence of literary modernism across three European cultural capitals: Paris, Vienna, and London. On our first stop in Paris, we will examine how the formal techniques of 19th century realism are challenged by Émile Zola's manifesto "The Experimental Novel" ("Le Roman Expérimental" [1880]). Programmatic for the global phenomenon of naturalism, Zola argued that literature should come to resemble scientific laboratory experiments. Alongside this manifesto, we will read and discuss both a short story by Zola himself as well as a complementary Anglophone example. Only 10 years after Zola's manifesto, in Vienna, the birthplace of psychoanalysis, the Austrian author and critic Hermann Bahr declares the overcoming of naturalism ("Die Überwindung des Naturalismus" [1891]) by his movement's so-called Nervenkunst ("art of the nerves"). Other than Zola's overly deterministic reduction of art to science, Bahr argued, his movement is able to embrace and replicate the inner complexities of the fickle human mind. As a literary example, we will discuss Arthur Schnitzler's *Fräulein Else*, a novella that is inherently shaped by stream of consciousness narration, psychological fragmentation, and nervous instability. Finally, we will conclude our course with a discussion of Joseph Conrad's *Heart of Darkness*, a proto-modernist novella that foregrounds European colonialism's darkest psychological implications, and Virginia Woolf's *Mrs Dalloway*, a challenging but rewarding experimental novel that represents our final stop at the heart of London's Bloomsbury Group and the canon of literary modernism.

Prerequisites: No prior knowledge of French or Austrian literature is required.

Texts: All texts are available in English (but you can read the original if you know French or German well enough). Any short stories will be uploaded on Moodle.

Conrad, Joseph. *Heart of Darkness*,

Schnitzler, Arthur. *Fräulein Else*, (F.H. Lyon translation.)

Woolf, Virginia. *Mrs. Dalloway*.

Henry James' *The Turn of the Screw* (1898) and Edith Wharton's *Ethan Frome* (1911)

Dr. Hänßgen: Tue, 11.15-12.45, 114

The American authors Henry James (1843-1916) and Edith Wharton (1862-1937) were contemporaries and friends, who depicted the struggle of the individual to find a place in society in an intense way associated with psychological realism.

Both novellas are examples of framed narratives that generate a great deal of suspense for the readers, in James' case by the use of unreliable narration, and end with a final twist.

James' novella, which is set in England, can be read as a ghost story that uses elements of gothic fiction; Wharton's is an example of New England naturalism, the psyche of the characters mirrors their stark living conditions.

We'll be working with the Norton Critical Editions of both texts that provide us with the primary texts, contexts and secondary sources that'll also help us with the critical terminology used above.

James, Henry. *The Turn of the Screw*, edited by Jonathan Warren. 3rd ed. London, W. W. Norton, 2020.

Wharton, Edith. *Ethan Frome*, edited by Kristin O. Lauer and Cynthia Griffin Wolff. London, W. W. Norton, 1995.

Exam Type: Presentation; participation; term paper.

Experimental Cinema and the City

Dr. Hoffmann and Dr. Carson: Excursion to Vienna Nov 29-Dec 4

What is cinema? Why is it an art? How do films reflect the urban experience of modernity? In collaboration with the Austrian Film Museum, this seminar will investigate these questions over a five day excursion to Vienna. Founded by Peter Kubelka, a member of a pioneering circle of experimental filmmakers that created the Anthology Film Archives in New York in the 1970s, the Austrian Film Museum will host a series of private screenings for our class and give tours by museum staff on film preservation. We will also have daily seminar discussions about the history of avant-garde film. Over the course of one week, we will pay special attention to the relationship between cinema and urban experience, asking how modern cities like New York, Los Angeles, London, and Vienna informed the art of experimental cinema.

This excursion seminar will require students to arrive in Vienna on Sunday, November 29th. The seminar will begin Monday morning and conclude late the following Friday afternoon. The cost is 350 EUR, which covers breakfast, lunch, dinner, activities, and lodging for five nights in a shared room at the Jugendherberge Myrthengasse. Students will need to arrange their own transportation to Vienna. This course is open to all students. For students in the Anglistisches Seminar, costs will be reduced slightly thanks to a subvention. For questions, please contact the instructors Dr. John Hoffmann (john.hoffmann@as.uni-heidelberg.de) and Dr. Robert Carson (robert.carson@utah.edu).

Liberty Deferred and other plays of the Federal Theatre Project

Priv-Doz. Dr. Peterfy: Thu, 14.15-15.45, 113

The years between 1930 and 1940, the so-called Great Depression, represented an economic, cultural, and political crisis for the US. In this situation, several US-government projects were founded in support of intellectuals and artists: the Federal Theatre Project, Federal Writers' Project, etc. Authors and artists were able to continue to work and to produce remarkable works of art. Literature was influenced by modernist styles, but also by new approaches to art and life. One of the most important new directions were documentary styles, relying on experimental techniques, including the development of new genres of dramatic expression, for example the so-called 'Living Newspaper,' and other dramatic forms. In this seminar we will read and (partially) re-stage some of these new forms of theatricals. The historical and political contexts will be part of our discussions, as well.

All texts will be made available on moodle.

Requirements: Regular and active participation in our class discussions, a dramatic presentation of selected scenes.

For cultural studies credits: final written exam.

For literature credits: term paper

Ernest Hemingway: First 49 Stories

Dr. Hertel: Wed, 9.15-10.45, 110

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

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

Exam Type: oral presentation and term paper

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

Art, Creators and Consumers in Contemporary US Fiction

Sommer: Thu, 14.15-15.45, 108

What does it mean to consume art or to create it? Who can claim to create "true" art and who is simply creating content to be consumed? In order to address these old questions in newer settings, we will examine three contemporary US novels: Jennifer Egan's *A Visit from the Goon Squad*, Ben Lerner's *Leaving the Atocha Station* and Charles Yu's *Interior Chinatown*. Against the backgrounds of theoretical engagements with art, artists and consumerism, we will look at how the novels depict art, the lives of content creators and consumers, criticism of art, its commercialisation and romanticising as well as how both can be resisted.

We will place these aspects in relation to developments of the novels' times and settings, such as changing media landscapes, consumer behaviour and artistic or marketing institutions. Moreover, we will explore the narratives, identity aspects and norms of behaviour interlinked with art, its creation and consumption in the novels. Through this, we will better understand the influences these aspects have not only on the characters and events portrayed, but on the authors themselves and their perception as literary figures.

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 novels before the start of term (in any edition):

Jennifer Egan, *A Visit from the Goon Squad* (2010)

Ben Lerner, *Leaving the Atocha Station* (2011)

Charles Yu, *Interior Chinatown* (2020).

Female Friendship in Contemporary Literature

Monleon Cubero: Thu, 9.15-10.45, 115

Friendship has long been a subject of philosophical discussion, yet its study has historically centred on male perspectives and bonds. In literature, friendship, and female friendship in particular, has often occupied a secondary role, treated as less significant than romance, family drama, or individual ambition. From the 1970s onwards, however, this began to shift, and a growing body of novels and academic work started to highlight the complexity and centrality of women's relationships with one another. This course takes that shift as its starting point, exploring how female friendship has gradually claimed a more central place in contemporary literature and examining the many facets of these relationships.

Through the reading of four contemporary novels (Zadie Smith's Swing Time, Sheila Heti's How Should a Person Be?, Sally Rooney's Conversations with Friends and Ottessa Moshfegh's My Year of Rest and Relaxation) we will discuss how female friendship is portrayed across different stages of life and in varying social and cultural contexts. To support these discussions, additional articles will be provided throughout the semester on Moodle. We will focus on the politics of female friendships, how these relationships are formed and sustained, how they shape character development, and how they intersect with artistic creation. At the same time, these novels also serve to examine the ways these bonds can become suffocating or destructive. Ultimately, the goal is not to romanticise or condemn these friendships, but rather to get a better understanding of their contradictions.

Texts: Texts: Please read Zadie Smith's Swing Time, Sheila Heti's How Should a Person Be?, Sally Rooney's Conversations with Friends and Ottessa Moshfegh's My Year of Rest and Relaxation before the start of the semester.

Journeys to the Moon

Dr. Elstermann: Mon, 11.15-12.45, 113

After more than fifty Earth-bound years, new goals have now been set for the *Artemis* mission, most recently NASA's plans for establishing a Moon base. The Moon (and how we might reach it; and what we may find there) has been a projection screen for human imagination for centuries, with ideas shifting alongside technological developments as well as societal concerns.

In this course, we will look at previous cultural imaginations of journeys to the Moon through reading selected fictional works as well as non-fictional texts—though, as we will explore throughout the semester, the dividing line between the two can be very blurry. We will also look at the significant role that cultural messaging and narratives have played in lunar exploration from the very start.

Among many others, we will tackle questions such as: What do we historically associate with the Moon? Why do people want to go there? What do we project onto the Moon? Why should we maybe not go? How have cultural narratives evolved since the original Moon landing—and in what way have they stayed the same?

There is some assigned reading which you will need to complete before the start of term. Additionally, you will receive reading assignments (mainly non-fiction) throughout the semester. You will be expected to have a strong interest in the topic and an eagerness to read, learn, discuss, and write (a final term paper). The work load might seem high at first, but it will all be worth it to get a better understanding of the cultural narratives that structure such projects as space exploration (we choose to complete this course not because it is easy, but because it is hard, because that challenge is one that we are willing to accept . . .). As with many other courses at this department, there will be absolutely no use of generative AI in this class.

Reading assignments before the start of term:

- Edgar Allan Poe: "The Unparalleled Adventure of one Hans Pfaall"
- Robert Heinlein: "The Man Who Sold the Moon" (published in an eponymous collection)

- John W. Campbell: "The Moon is Hell" (published in a collection titled *The Moon is Hell!*)
- Robert Heinlein: *The Moon is a Harsh Mistress*

(any edition will do)

Proseminar II Literaturwissenschaft

Shakespeare's Comedies

Dr. Grundmann: Tue, 16.00-18.00, 113

In this class we shall analyse three major comedies by Shakespeare, exploring the topics of love, sexuality and gender politics. We will also consider the representation of the political and family structures of the Renaissance in their cultural context, including some useful literary theories (e.g. New Historicism). In addition to a close reading of the texts, the viewing and interpretation of twentieth-century film versions will be included, e.g. Julie Taymor's "A Midsummer Night's Dream," or Zeffirelli's controversial rendering of "The Taming of the Shrew" with Liz Taylor and Richard Burton from the 1960s.

Texts: Please purchase the Oxford World's Classics editions of The Taming of the Shrew (ed. H. J. Oliver, 2008), As You Like It (ed. by Francis Connor, 2024) and A Midsummer Night's Dream (ed. by Peter Holland, 2008).

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

Dr. Hertel: Thu, 11.15-12.45, 110

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

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

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

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

Since we will be working with John P. Harrington (ed.) *Modern and Contemporary Irish Drama*, Norton Critical Edition (ISBN-9780393932430), please purchase this book. It contains Yeats' *Cathleen ni Houlihan* and Synge's *The Playboy of the Western World*, *Countess Cathleen* will be made available by me before the start of term, and for O'Casey please purchase *The Plough and the Stars* in the Faber & Faber edition (ed. Christopher Murray, 2016, ISBN: 9780571331291)

The Canonical Big Six of English Romantic Poetry

Dr. Hertel: Wed, 16.15-17.45, 108

This course is designed to provide an overview of the literary period known as English Romanticism. In the course of the semester, we will be looking at the work of the canonical 'Big Six,' who shaped this period, starting with the representatives of the older generation: William Blake, S.T. Coleridge and William Wordsworth. The chronology will then lead us on to the younger generation including John Keats, P.B. Shelley, and Lord Byron.

Aspects of the writers' biographies as well as the poetological, historical, philosophical, and socio-historical context of the time will complement the close reading of the respective poems.

Exam Type: oral presentation and in-class exam

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

Helpful books for a general introduction to the period of English Romanticism are: Boris Ford (ed.), *From Blake to Byron*, The Pelican Guide to English Literature, 5 (Harmondsworth: Penguin Books); Jean Raimond and J.R. Watson (edd.), *A Handbook to English Romanticism* (New York, 1992); Duncan Wu (ed.), *A Companion to Romanticism*.

U.S. American Postmodernism

Dr. Jakubzik: Mon, 11.15-12.45, 114

This class will introduce American postmodernist fictional writing and explore some of the theories at its heart.

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

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

The requirements for this class include active participation, a 20-minute presentation, and a 12-15 page term paper.

9/11 and the War on Terror in Contemporary Literature and (Pop-)Culture

Herges: Tue, 14.00-16.00, n.n.

Often referred to as the "day that changed everything," 9/11 has had a lasting impact on U.S. American culture, as has the subsequent Global War on Terror. In this course, we will analyze how America's longest war has shaped, and continues to shape different forms of media, such as literature, film and music. We will apply theories and methods from different areas of cultural studies, such as postcolonial studies, gender studies and memory studies.

Moving through recent United States history, we will discuss a large variety of topics, for example the notion of 9/11 as a "national trauma," the power of images and the role they played during the War on Terror, the soldier memoir and its depictions of the war, the emerging War on Terror remembrance culture, as well as recent trends, such as Bush nostalgia and the memeification of 9/11.

Exam Type: Your final grade in this course will consist of the grade you receive for an in-class presentation (30%) and a written exam at the end of the semester (70%).

Texts: Please read the following texts: Jonathan Safran Foer's Extremely Loud and Incredibly Close and David Hare's Stuff Happens. Additional texts will be made available on Moodle at the beginning of the term.

Children of Two Worlds

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.

Twenty-First Century American Drama: Six Plays

Dr. Hänßgen: Fri, 11.15-12.45, 115

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

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

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

Texts: Please read the plays in advance, using the recommended edition:

Benson, Sarah, edited and introduced. *The Methuen Drama Book of New American Plays*. London; New York, Bloomsbury Methuen Drama, 2013.

Exam Type: Presentation; participation; term paper.

Fiction and 4E Cognition: Introduction to Cognitive Literary Studies

Vorbeck: Mon, 11.15-12.45, 110

The reality you are experiencing while reading this course description is the result of an amazing conglomeration of mental processes. In this moment, you are not only engaging in textual comprehension on a purely linguistic level, but you might, say, be activating previous knowledge of what minds or texts are. At the same time, this text can remind you that you are not, in fact, an isolated brain: it can call attention to the feel of the paper, keyboard, or screen beneath your fingers. It can prompt you to notice how your body is situated both physically and affectively while reading, and cause you to ignore the ambient noise that is going on in the background—or, in contrast, to pay attention to it. It might even provoke you to wonder in which direction it will make you think in next and push you into an act of mind-reading. The length of this description and its ability to hold your attention while reading (fingers crossed) will also affect the degree to which you are likely to engage in mind-wandering. It is the question of how such mental processes at the intersections between (literary) texts and readers' and characters' cognition can be analyzed that will be the subject of this seminar.

Together, we will attempt to tackle the following questions: what is "the mind" in post-cartesian cognitive science? What does it mean for minds to be "embedded," "embodied," "enactive," and "extended"? How can this understanding of cognition be connected to fiction? How can we use insights and tools from cognitive sciences, psychology, and cognitive philosophy to gain an understanding of how we read fiction, and how can these tools be applied to texts themselves?

This course will provide an introduction to the theory and practice of post-cartesian cognitive literary studies. It will involve reading research from the fields of neuroscience, cognitive philosophy, psychology, and cognitive literary studies in conjunction with literary texts and applying the insights gained from in-class discussions to small research projects. Its goal is to equip you with a foundation to parse the complex interdisciplinary discourses that constitute the discipline of cognitive literary studies and to be able to get a first taste of what it might look like to conduct research in this field.

Due to its subject matter, this class will involve large amounts of interdisciplinary preparatory reading that will challenge you, and relies on your willingness to critically and actively engage with the material provided, both in at-home reading tasks and in-class discussions. Although previous rudimentary knowledge of the fields elaborated above is helpful, it is not necessary, as this class is designed with the explicit intention of introducing you to them.

Reading: You are expected to read Regina Fabry's chapter "What Is 4E Cognition?" (2025), the introduction to Mark Rowlands' The New Science of the Mind (2013), and Jan Alber's essay "Narratology and Cognition" (2025) before classes start in October. Scans of these texts will be shared with you as soon as you are accepted to this course, but you are of course welcome to have a look at them in advance. A reader with a detailed reading list of theoretical and primary texts will be provided on Moodle in the first week of term.

Proseminar I Kulturwissenschaft

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.'

Emigration and the Irish

O'Brien: Thu, 11.15-12.45, 108

Emigration has been part and parcel of Irish life and history from earliest times. It begins with the Irish peregrini in early medieval times, who brought the light of learning to Europe in the Dark Ages, and continues with The Flight of the Earls and The Wild Geese in the 17th century, who left the country due to political upheavals, with the former heralding the end of Gaelic society in Ireland. Modern emigration is considered to begin with the starving masses who fled Ireland to America and Australia after the Great Famine in the 19th century, and their tradition was continued by the modern emigrants to Britain in the 1950's and to Europe and the States in the 1980's. Emigration had, until the mid-1990s, been considered a tradition and, at times, a necessary evil in Ireland. With the advent of the Celtic Tiger, this all changed and, for the first time in its history, Ireland became a land of immigration (and a land of racism and discrimination). Sadly, with the demise of the Celtic Tiger and the banking and economic crises of 2008-2010, emigration became part of daily life in contemporary Ireland once again. This course will examine the political, social and religious reasons for emigration against the background of Irish history. How the emigration experience has been documented in music, song, and film will also be briefly highlighted.

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

Culligan, Matthew, J., P. Cherici (2000). The Wandering Irish in Europe. Their Influence from the Dark Ages to Modern Times. London: Constable.

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

Fitzgerald, Patrick and Brian Lambkin (2008). Migration in Irish History, 1607-2007. Basingstoke: Palgrave Macmillan

King, William (2008). Leaving Ardglass. Dublin: Lilliput Press.

King, William (2013). Is That All There Is? Dublin: Lilliput Press.

Mackay, James P. (ed.) (1994). The Cultures of Europe. The Irish Contribution. Belfast: The Queen's University of Belfast: The Institute of Irish Studies.

O'Connor, Joseph (2003). Star of the Sea. London: Vintage.

O'Connor, Joseph (2008). Redemption Falls. London: Vintage.

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

Woods, Peter (2003). Hard Shoulder. Dublin: New Island.

Liberty Deferred and other plays of the Federal Theatre Project

Priv-Doz. Dr. Peterfy: Thu, 14.15-15.45, 113

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

Art, Creators and Consumers in Contemporary US Fiction

Sommer: Thu, 14.15-15.45, 108

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

Journeys to the Moon

Dr. Elstermann: Mon, 11.15-12.45, 113

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

American Zombie Gothic: The Zombie in Literature, Film, and Culture

Friedl: Wed, 14.15-15.45, 110

The popularity of zombie media–dubbed by journalists and scholars alike as a "trend that just won't die"–has persisted over the span of several decades. Like other monsters, the figure of zombie has been transformed over the course of its existence, the ever-shifting zeitgeist producing varying cultural manifestations. Unlike other monsters, such as Dracula and Frankenstein, the zombie did not begin its shuffling walk on the page, but on the screen.

But what even is a zombie? What distinguishes it from other monsters? And why even bother with studying monsters at all? We will try to answer these questions–and many more–in this class as the zombie confronts us with subjects that can create discomfort: death, decay, and our own bodily materiality. The symbolic potential of the zombie is manifold, and so we will explore a variety of theories and themes in this class, such as consumerism, the uncanny, abjection, embodiment, exploitation, contagion, and individuality.

In addition to films by George A. Romero, we will analyze two acclaimed novels by Max Brooks and Colson Whitehead, and students will have the opportunity to present other texts, be it The Walking Dead or iZombie, Resident Evil or Z Nation. Since the popularity of the zombie has produced a large quantity of different texts, all students will be asked to suggest at least one work they want to discuss–may it be a film, tv show, short story, novel, comic, or video game–in the first session.

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

- Max Brooks: World War Z
- Colson Whitehead: Zone One

The American Slasher

Lang Saorin: Thu, 16.15-17.45, 108

For a greater part of the last fifty years, the slasher has remained at the forefront of the American genre film. Franchises, such as Halloween, Nightmare on Elm Street, Friday the 13th or Scream, have by now become pop culturally ubiquitous. Critics as well as scholars have, since the slasher's first emergence in the 1970s, read these films quite divergently with some terming them postmodern texts of the avant garde and others writing them of as mere, financial products of a capitalist culture industry. In this seminar, we try to make sense of this ambiguity by painting our own picture of what the American slasher might and might not be. We will examine its cinematic genealogy, its status at the time of its first appearance in American cinemas, and its development over time. The slasher's seemingly simple formula—(male) killer kills a bunch of (teenage) victims with one (female) survivor—will be looked at through the lens of film theory, literary theory, psychoanalysis, popular culture studies, genre theory, queer theory, feminist theory and value based aesthetic frameworks, such as the division between high and low art.

Texts: Each session will be centered around individual films, which will be close read in class and discussed under the umbrella of the theory mentioned above. I will offer screenings for each film. The exact screening dates will be announced during the first session of this seminar. The theory texts will be made available on Moodle. I would recommend reading Carol J. Clover's "Her Body, Himself: Gender in the Slasher Film" (1987) (https://www.jstor.org/stable/2928507) before our first session.

This seminar requires basic knowledge of film analysis. If you have not encountered the critical analysis of film and its respective vocabulary up until this point in your studies, I can recommend Bordwell and Thompson's Film Art: An Introduction (2003).

Proseminar II Kulturwissenschaft

Children of Two Worlds

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 29.

Shakespeare's Comedies

Dr. Grundmann: Tue, 16.00-18.00, 113

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

9/11 and the War on Terror in Contemporary Literature and (Pop-)Culture

Herges: Tue, 14.00-16.00, n.n.

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

Proseminar III Sprachwissenschaft

Language and Gender in Education

Dr. Pahlke-Pleyer: Thu, 11.15-12.45, 113

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

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

During the semester, students will have the opportunity to research and present their own empirical projects on an aspect of language and gender in education. Part of our class time will be devoted to providing you with the skills and methods you need to successfully work empirically. Credits are given for regular attendance, preparation, an oral presentation during term-time, and an empirical research poster, to be handed in after the end of term.

With its focus on the educational context, this course is primarily aimed at students who intend to teach in secondary or tertiary education; however, teaching experience is not a prerequisite for participation. Students who don't intend to become teachers but who have an interest in the education of young people are of course also welcome. Note also that while we will consider the role gender plays in a variety of educational settings and materials, the class is *not* designed to provide you with pedagogical skills to discuss gender in the classroom.

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

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

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

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

Metaphors in Illness Discourses

Dr. Pahlke-Pleyer: Wed, 11.15-12.45, 122

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).

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. 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. Credits are given for regular attendance, preparation, an oral presentation, and an empirical research poster, to be handed in after the end of term.

Content note: we will discuss mental and physical health, such as dementia, depression, or cancer, among other conditions. 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.

All required reading will be made available at the start of term. Students wishing to refresh their knowledge about conceptual metaphors are directed to the following texts:

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

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

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

Proseminar III Literaturwissenschaft

Lyric Expression in the Age of the Cold War: American Poetry, 1945-1990

Priv-Doz. Dr. Löffler: Fri, 9.15-10.45, 114

This seminar traces the evolution of American poetry throughout the second half of the twentieth century. We will look at major schools of writing—from the Black Mountain school (Creely, Duncan, Olson, Levertov et al.) and the Beat poets to confessional poetry (Sexton, Plath Lowell), the New York School (O'Hara, Ashbury et al.) and L-A-N-G-U-A-G-E-Poetry (Hejinian, Howe, Perelman et al.)—and locate them in their most relevant social, political, and institutional contexts. We will pay particular attention to the political uses of the lyric form, as in African American poetry during and after the Civil Rights movement or early ecocritical poetry in the wake of New Age philosophical and religious initiatives of the 1970s and 1980s. In addition to the actual poems, we will also engage with a selection of important theoretical manifestos reflecting the state of American poetry in the age of the Cold War.

Students will have to complete several shorter writing and presentation assignments during the semester in addition to a short term paper to be submitted after the end of the term.

Exam Type: Regular and Active Attendance, 2 Position Papers, Oral Presentation, Final Term Paper

Please purchase a copy of: Donald Allen (ed.): "The New American Poetry, 1945-1960"

Indian Literature in English

Prof. Dr. Loimeier: Sat Oct 17, Nov 7, Nov 21, Dec 5, Dec 19, Jan 9, Jan 23: 10.15-1.30 in 114

This seminar is designed to provide an introduction to and overview of recent—though not necessarily the most recent—Indian literature written in English. The seminar will take place on Saturday mornings in double periods. Each participant will present a novel, and it is not required to read all of the books listed.

The recommended reading list, preferably in this order, includes: Salman Rushdie (Midnight's Children, 1981), Bharati Mukherjee (The Holder of the World, 1993), Arundhati Roy (The God of Small Things, 1997), Vikram Chandra (Love and Longing in Bombay, 1997), Vikram Seth (An Equal Music, 1999), Amitav Ghosh (The Hungry Tide, 2004), Vikas Swarup (Q and A, 2005), Manu Joseph (Serious Men, 2010), Manju Kapur (Brothers, 2016), Tishani Doshi (Small Days and Nights, 2019), Anuradha Roy (The Earthspinner, 2021), Amit Chauduri (Sojourn, 2022), Pankaj Mishra (Run and Hide, 2022), and Chitra Banerjee Divakaruni (Independence, 2022). If you wish, one of these titles might be replaced by Aravind Adiga's The White Tiger (2008).

Recommended secondary sources include Amit Chaudhuri (ed.), The Picador Book of Modern Indian Literature (2001); Manju Jaidka and Tej N. Dhar (eds.), The Routledge Encyclopedia of Indian Writing in English (2023), and Cecile Sandten, Indrani Karmakar, Oliver von Knebel Doeberitz (eds.), Contemporary Indian English Literature: Contexts, Authors, Genres, and Model Analyses (2024).

Immediacy: Autofoction, Memoir, (New) Sincerity

Priv-Doz. Dr. Löffler: Thu, 16.15-17.45, 114

In this seminar, we will read a selection of texts, most of them published during the 2000s and 2010s, that are characterized by an aesthetics of "immediacy" (Anna Kornbluh). Despite their obvious differences, these texts share a belief in the availability of the individual self—either through radical self-introspection or authentic, confessional self-expression—and thus challenge skeptical (postmodernist) accounts of literary/linguistic representation. Clustered under the rubric of 'Autofiction', they instead assume that language connects us with individual human experiences in the most intimate and direct ways.

We will look at the most dominant literary manifestations of 'Immediacy' after postmodernism, as in the recent turn to memoir and autobiography, theories of affect, and a host of texts classified as New Sincerity writing. In addition, we will discuss questions relating to the aesthetic, philosophical, and political consequences of 'Immediacy.' What is the condition for producing the immediacy effect? Does immediacy affirm or challenge individual or collective identities? To what extent does immediacy reflect, affirm, or critique a neoliberalist model of culture and society? Etc.

There will be a fairly large amount of reading every week, so students should plan accordingly to be able to participate actively

Exam Type: Regular and active Participation, 2 Position Papers, Oral Presentation, Final Term Paper

Please buy and read:

- Sheila Heti 'How Should a Person Be'
- Maggie Nelson 'The Argonouts'
- Karl-Ove Knausgaard 'My Struggle I: A Death in the Family'
- Ben Lerner 'Leaving the Atocha Station'
- Miranda July 'All Fours'

The remaining texts will be made available on Moodle

Crime Fiction from the Early 20th to the Early 21st Century

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

Crime fiction has often been looked down upon as 'mere' popular literature, as the kind of fiction people read during their holidays. Recent research, however, has stressed the narrative and stylistic complexity of crime fiction and emphasised the cultural relevance of this popular genre, which highlights contemporary concerns and has been described as a modern social novel since it takes up a host of current problems, from ethnic/ gender discrimination to environmental (and other) crime. In addition, several subgenres take up specific problems, and a highly interesting recent development concerns the use of metafiction in crime fiction. Throughout the last century, genre conventions have not only been identified and heeded, but cheerfully broken as well.

This seminar will hopefully be very enjoyable. HOWEVER, we will cover a lot of ground and read more novels than is usual for a PS III/ HS (and only those who have read the novels will get a good grade, since participation in the class discussion is crucial), and we will analyse the novels with recourse to narratological tools. I expect everyone to be familiar with the tools for the analysis of narrative texts. Each presentation has to contain one section about "ways of narration." If you are not familiar with the concepts, you can read up on them in the relevant chapter in *An Introduction to the Study of English and American Literature*. Uni-Wissen Anglistik/Amerikanistik. Stuttgart: Klett 2004; or in an introduction to the analysis of fiction.

This seminar pursues three goals: (1) to identify the main characteristics of crime fiction, (2) to provide insight into the major kinds and subgenres of British and American crime fiction, and (3) to give an overview of the main strands of development of this genre from the early twentieth to the early twenty-first century.

We will read four novels; among them:

Agatha Christie: *The Body in the Library*

Ambrose Parry, *The Way of All Flesh* ([2018] 2019)

Benjamin Stevenson, *Everyone on this Train is a Suspect* (2023)

Which other books we read will be decided in the first session.

Registration: Registration via heiCO.

The Progressive Element in US-American Prose: Realists, Rebels, Innovators

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

In this course we will look at a number of prose texts written around 1900. The notion of "progress" in this influential period refers to changes in the conception of the idea of "America" on the one hand, and on aesthetic innovation on the other. The generation of writers after the Civil War started to develop an empirical approach to literature as opposed to an ideal and/or romantic one. Social, political, and technological developments challenged traditional expectations of what literature should express in order to be relevant to people's lives. In this course we will discuss shorter prose fiction and novels that were written in the new, "realistic" style, including literary experiments that ultimately lead to the modernist revolution in literature. We will read texts by, among others, Rebecca Harding Davis, Mark Twain, William Dean Howells, Jack London, Sherwood Anderson, and Ernest Hemingway. Please read The Iron Heel by Jack London during the break. Other texts will be provided on moodle.

"Young, Gifted, and Black": African American Female Dramatists

Priv-Doz. Dr. Peterfy: Thu, 11.15-12.45, 116

In this seminar, we will study the development of African American drama written by Women throughout the 20th century, and also glance back to the 19th, when African American theatre started to liberate itself from the traditions and stereotypes of the ubiquitous minstrel productions. Thus, we will begin by discussing Pauline E. Hopkins's Peculiar Sam, or, The Underground Railroad (1879), which was written for Hopkins's own family's troupe, "Hopkins' Colored Troubadours." Then we will move on to a number of plays that can be read as milestones in the development of African American theatrical traditions, from plays performed during the Harlem Renaissance. The post- WW II period introduces new artistic developments catalyzed by the political and cultural struggles of the Civil Rights Era, starting with, among others, Alice Childress's 'Trouble in Paradise,' and then moving on to Lorraine Hansberry's play A Raisin in the Sun (1959). More experimental productions, will also be part of our curriculum, as will be Ntozake Shange's 'choreopoem' For Colored Girls Who Have Considered Suicide/When The Rainbow is Enuf (1975). We will close with a contemporary play by Dominique Morisseau.

A Reader will be on sale in the Copy Corner (Merianstr.)

20th Century Drama

Prof. Dr. Schnierer: Thu, 14.15-15.45, 114

This seminar will run the gamut from Oscar Wilde to Sarah Kane, arguably to most fruitful period of English Drama (with the possible exception of the age of Shakespeare). Participants are encouraged to make their own suggestions towards our reading canon within two weeks of registration. Registration via heiCo

Prizing Fiction: Judging the 2026 Booker Prize

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

Literary prestige remains an important factor in the ways readers and writers orient themselves within cultural production. This seminar approaches the logic of literary prizes by acting as a shadow jury for the 2026 Booker Prize. The plan is this: we will wait for the Booker shortlist, which will be announced on September 22, read the six shortlisted novels by November 5, then hold our own jury discussion and announce our own winner before the official Booker jury reveals its verdict on November 9. You are welcome to binge-read the novels and to be as opinionated as you like in your judgements ("this novel sucks"). The point of the exercise is to gain a sense of what it is like to serve on a literary prize jury. Once the Booker winner has been announced, we will use the remaining sessions to reflect on and theorize the process. We will examine the trajectories of the shortlisted novels (how did their publishers pitch them? How does the Booker Foundation justify its verdict? How do reviewers and critics discuss them?). More broadly, we will explore the cultural sociology of literary prizes and literary value, as well as the question of what is involved in reading, ranking and judging literary fiction.

Texts: Please obtain the six shortlisted novels after the shortlist is announced on September 22 and read them by November 5. This leaves roughly one week per novel, which should be enough time, I hope, at least under binge-reading conditions. Our jury session will take place on Thursday, November 5 (with some extra deliberation time: ideally, no-one leaves the room before we have chosen a winner).

5 Hauptseminare

Hauptseminare Sprachwissenschaft

Phraseology

Priv-Doz. Dr. Mollin: Wed, 11.15-12.45, 112

Phraseology is the study of phraseological units, i.e. word combinations, considering any kind of recurring word strings in language, ranging from the compositional (such as *at the end of the*—a lexical bundle) to the non-compositional (such as *spill the beans*—an idiom), with different degrees of conventionality in between (e.g. *set an example* rather than *provide an example*—a collocation). In this seminar, we will work on all different kinds of phraseological units, discussing how to identify them (both manually and automatically using corpus software) in texts and corpora, how they are used in different text types, how they are processed by speakers (both native and non-native) and how they can be taught to learners. In addition, we will consider the historical development of some phraseological units in the English language and the emergence of specific units in different varieties of English. Throughout, we will be making reference to the current "phraseological turn" in linguistic theory.

Students are expected to attend regularly and actively, prepare for classes, give an oral presentation and conduct a research project, which they write up in a term paper.

Language and Dis/Ability: Perspectives on Crip Linguistics

Prof. Dr. Heyd: Wed, 9.15-10.45, 122

For a long time, aspects of dis/ability remained a largely invisible category of belonging, of linguistic identity and variability, and of societal power and linguistic hierarchy in the field of sociolinguistics. Where dis/ability was studied in conjunction with language, it was mostly done through perspectives of deficit or diagnosis. But within the critical framework of Crip Linguistics, recent work about language and disability (e.g., Henner and Robinson, 2023; Wan, Hall-Lew, and Cowie, 2024) and language and inclusion (Hudley, Mallinson, and Bucholtz, 2024) has emerged. These approaches are instrumental in moving linguistic disciplines away from a narrow understanding with regard to what counts as language, and in dismantling structuralist language ideologies.

As Henner and Robinson (2023: 8) explain: "Crip Linguistics means to critique language and language scholarship through the lens of disability, include disabled perspectives, elevate disabled scholars, center disabled voices in conversations about disabled languaging, dismantle the use of disorder and deficit rhetorics, and finally, welcome disabled languaging as a celebration of the infinite potential of the bodymind."

Our class will examine the sociolinguistic theorizing that goes into rethinking language and dis/ability through a crip linguistic perspective: the linguistic and political underpinnings of ableism and ableist discourse; the language ideologies of rationality and intelligence inscribed into linguistic theories; the project of posthuman sociolinguistics; aspects of embodiment and the uncanny in language. And we will discuss and analyze linguistic data and case studies that provide insight into crip linguistics as an emerging field of sociolinguistic research: different forms of dis/ability and the practices of languaging that come with them, from motor impairments to autism spectrum disorders to speakers with cognitive disabilities; accessibility registers and tools; assistive devices and digitally mediated forms of inclusive language practice; but also antidisability discourse and language politics (Herzog 2025).

Texts: Henner, J., and Robinson, O. (2023). Unsettling languages, unruly bodyminds: A crip linguistics manifesto. *Journal of Critical Study of Communication and Disability*. 1(1), 7–37. doi: 10.48516/jcscd_2023vol1iss1.4

Herzog, D. (2025). *The New Fascist Body*. Berlin: Wirklichkeit Books.

Hudley, A. H. C., Mallinson, C., and Bucholtz, M. (2024). *Inclusion in Linguistics*. Oxford: Oxford University Press.

Wan, T. L. A., Hall-Lew, L., and Cowie, C. (2024). Feeling disabled: Vowel quality and assistive hearing devices in embodying affect. *Language in Society*. 53(1), 71–97. doi: 10.1017/S0047404522000380

LLM-Assisted Corpus Pragmatics

Prof. Dr. Landert: Tue, 14.15-15.45, 108

Corpus-based methods have been central for the study of pragmatic phenomena for a long time. Relying on large and potentially diverse collections of authentic linguistic data provides researchers with the opportunity to investigate how language users use speech acts, discourse markers, stance expressions, and politeness strategies in systematic ways. However, since the early days of corpus pragmatics, the field has faced a methodological challenge, namely the fact that pragmatic functions are not realised in stable forms. Language users have many different options at their disposal to formulate an apology, for instance. As a consequence, researchers who want to search for apologies in a corpus cannot simply search for "sorry" to retrieve all relevant instances of the speech act, and even if the search is extended to a broader range of patterns, many relevant instances are missed, while many retrieved hits are irrelevant. This is known as poor precision and recall.

LLMs hold great promise for the application to corpus pragmatics. The crucial aspect that makes them so suitable for this research area is that they can identify patterns that are similar to a known pattern, without any need to define precisely what the pattern should look like. Thus, using LLMs to search for apologies in a corpus will help retrieve apologies that are realised in a form that is slightly different from a prototypical apology. This means that they can be used to complement traditional methods in corpus pragmatics.

In this hands-on research seminar, we will explore the potential of LLM-assisted Corpus Pragmatics by systematically evaluating a number of LLM-based methods for retrieving speech acts from linguistic corpora. So far, only a few studies have been published in this area (see references listed below), but it is very likely that more studies will be released by the start of the semester. We will discuss recent and ongoing developments in the field and we will collectively gain new insight that may help develop new research methods.

In the first part of the seminar, there will be an introduction to traditional corpus pragmatics and the study of speech acts. There will also be an introduction to LLMs, including models that have been developed for and used in linguistic research (BERT) as well as models that are available for general use (e.g. ChatGPT). We will critically discuss the limitations of these models, and we will also learn how researchers have used them so far for linguistic research. In the practical part of the seminar, we will compile resources for testing the performance of these models, such as collections of texts that can be used as corpora and manually identified speech acts within them. We will then test the performance of different LLM-based search methods and evaluate them systematically.

Important note: The work with LLMs is essential in this seminar. It will not be possible to attend this seminar without engaging with AI. Students who do not want to engage with AI should register for a different seminar instead.

Assessment: Term paper (graded)

Registration: via heiCO.

Texts: All readings will be made available on Moodle.

Texts: References:

Brocca, Nicola, Elena Nuzzo & Joseph Wang-Kathrein. 2026. AI-driven speech act annotation: Accuracy and reproducibility across ChatGPT, LadderWeb and LLaMA. *AI-Linguistica* 3(1).

Fuoli, Matteo, Weihang Huang, Jeannette Littlemore, Sarah Turner & Ellen Wilding. 2026. Metaphor identification using large language models: A comparison of RAG, prompt engineering, and fine-tuning. *Applied Corpus Linguistics* 6(2). 100204. https://doi.org/10.1016/j.acorp.2026.100204.

Huang, Ding, Jiajin Xu, Yingming Song & Ruchen Yu. 2025. Assessing the potential of using large language models for pragmatic annotation of historical texts: A case of epistemic stance in Early Modern English. *Journal of Historical Pragmatics* 26(3). 406–437.

Periñán-Pascual, Carlos. 2025. The Use of Generative Artificial Intelligence for Interpreting Emotions in Corpus-Based Critical Discourse Analysis. *Corpus Pragmatics* 10(1). 17. https://doi.org/10.1007/s41701-025-00203-7.

Yu, Danni, Luyang Li, Hang Su & Matteo Fuoli. 2024. Assessing the potential of LLM-assisted annotation for corpus-based pragmatics and discourse analysis: The case of apology. *International Journal of Corpus Linguistics* 29(4). 534–561. https://doi.org/10.1075/ijcl.23087.yu.

Hauptseminar Literaturwissenschaft

Lyric Expression in the Age of the Cold War: American Poetry, 1945-1990

Priv-Doz. Dr. Löffler: Fri, 9.15-10.45, 114

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

Indian Literature in English

Prof. Dr. Loimeier: Sat Oct 17, Nov 7, Nov 21, Dec 5, Dec 19, Jan 9, Jan 23: 10.15-1.30 in 114

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

Immediacy: Autofoction, Memoir, (New) Sincerity

Priv-Doz. Dr. Löffler: Thu, 16.15-17.45, 114

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

Crime Fiction from the Early 20th to the Early 21st Century

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 37.

The Progressive Element in US-American Prose: Realists, Rebels, Innovators

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

This course is also listed as "Proseminar III Literaturwissenschaft." Its description can be found on page 37.

"Young, Gifted, and Black": African American Female Dramatists

Priv-Doz. Dr. Peterfy: Thu, 11.15-12.45, 116

This course is also listed as "Proseminar III Literaturwissenschaft." Its description can be found on page 38.

20th Century Drama

Prof. Dr. Schnierer: Thu, 14.15-15.45, 114

This course is also listed as "Proseminar III Literaturwissenschaft." Its description can be found on page 38.

Prizing Fiction: Judging the 2026 Booker Prize

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

This course is also listed as "Proseminar III Literaturwissenschaft." Its description can be found on page 38.

6 Kolloquien

Kolloquien Linguistik

Colloquium for Exam Candidates

Priv-Doz. Dr. Mollin: Thu, 17.12.2026: 09:15-10:45; Thu, 07.01.2027: 09:15-10:45; Thu, 21.01.2027: 09:15-10:45; Thu, 04.02.2027: 09:15-10:45; Thu, 18.02.2027: 10:00-12:45; Thu, 11.03.2027: 10:00-12:45 in room 112.

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.

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. The colloquium will also include several sessions that are dedicated to practical aspects of thesis writing (finding and managing research literature, tools to support the writing process, structuring a thesis and building a coherent argument, intercoder reliability testing, etc.). In addition, 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 discuss methodological and theoretical challenges of conducting linguistic research.

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.

Registration: via heiCO

Research Colloquium Theses

Priv-Doz. Dr. Mollin: Thu, 22.10.2026: 09:15-10:45; Thu, 05.11.2026: 09:15-10:45; Thu, 19.11.2026: 09:15-10:45; Thu, 03.12.2026: 09:15-10:45; Thu, 10.12.2026: 09:15-10:45; Thu, 14.01.2027: 09:15-10:45; Thu, 28.01.2027: 09:15-10:45 in room 112.

Students preparing to write a final BA, MA or MEd thesis in English linguistics are invited to join this colloquium (students writing under my supervision are expected to attend). We will discuss how to find a feasible thesis topic as well as questions of study design, data choice and research literature. In addition, the relevant formalities will be addressed, and there will be ample opportunity to discuss candidates' questions following mini-presentations of where they are currently in the process.

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

To register, please send an e-mail, stating when you are planning to register the thesis, and who has agreed to be your supervisor.

Bachelor Thesis Colloquium

Dr. Pahlke-Pleyer: Wed, 9.30-11.00, 114

This colloquium is open to all students who are interested in writing their BA thesis in linguistics. Students who plan to write their final BA thesis with Dr Pahlke-Pleyer are expected to attend the research colloquium.

The colloquium aims to prepare students for the planning stages of their thesis, as well as to support them during the writing phase. We will discuss the basic building blocks of a linguistics thesis (and how it differs from literature), zoom in on methodological challenges when designing an empirical study, and discuss how one goes about finding a good data set and research hypothesis. We will also cover related aspects such as how to register and hand in your BA thesis, time-management skills, and self-care for linguists dealing with difficult topics (e.g. analyses of eating disorder discourses on social media).

Students are expected to give short presentations about their BA thesis projects; all stages are welcome (pre-planning stage to finished projects). There will be opportunities for problem-oriented presentations, and for presenters to receive feedback on their progress.

Send an email to register (monika.pleyer@as.uni-heidelberg.de), stating your research topic / topic ideas, and when you plan on signing up for your thesis.

Students in the planning stages are especially directed to the following book, which is available in our Department library:

Litosseliti, Lia. *Research methods in linguistics*. 2nd edn. London et al.: Bloomsbury.

Kolloquien Literaturwissenschaft

Exam Preparation

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

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.

Examenskolloquium

Prof. Dr. Leypoldt: Thu, 16.15-17.45, 112

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.

7 Oberseminare

Oberseminar 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.

Recent Trends in US Literary and Cultural Theory

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

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.

Research Seminar

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

Dieses Oberseminar steht vorrangig Studierenden offen, die Qualifikationsschriften jenseits der Bachelorstufe verfassen: 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.

8 Fachdidaktik

Fachdidaktik im B.A.

Contemporary Linguistics for Modern L2 Teachers

N. N.: online, Raum: online

The course is divided into several units addressing one topic referring to a specific trend in linguistics that somehow influenced L2 education.

The topics addressed:

Unit 1. Introduction: Defining the Place of L2 Pedagogy within the Family of Language-Related Disciplines

Unit 2. The Birth of Contemporary Linguistics and L2 Pedagogy out of the Spirit of Phonetic Research and Structuralism

Unit 3. From Contrastive Analysis to Contrastive L2 Teaching: The Role of the Learners' First Language in Language Education

Unit 4. Teaching Cultural Values in the L2 Classroom: What Does Linguistics Have to Do with It?

Unit 5. The Mentalist Approach to Second Language Acquisition: Generative-Transformational Linguistics, Error Analysis, the Interlanguage Hypothesis, Developmental Research, and Processability and Teachability Theories

Unit 6. Applied Sociolinguistics and Pragmatics: The Emergence of the Communicative Approach to L2 Teaching

Unit 7. Functional and Cognitive Linguistics: What Is Wrong with "Grammar" and "Vocabulary"?

Unit 8. Psycholinguistics and Neurolinguistics: Why Memory Matters and What Makes an Effective Lesson Design

* (Optional) Unit 9. Digital tools in the service of modern L2 teachers: Corpus Linguistics, Praat, etc.

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

N. N.: Mon, 9.15-10.45, IDF 010

In der Vorlesung wird zunächst die gesellschaftliche Ausgangslage umschrieben, die dem Forschungs- und Transferthema Deutsch als Zweitsprache seine soziale Relevanz verleiht. Anschließend werden psycholinguistische (Einflussfaktoren und Entwicklungssequenzen) sowie didaktische Teilaspekte (z.B. Formfokussierung) vertieft und damit eine Grundlage geschaffen, auf die anwendungsbezogene Lehrveranstaltungen zur Sprachdidaktik aufbauen können.

Ziel der Vorlesung ist die Schaffung eines Problembewusstseins, nicht die Entwicklung konkreter didaktischer Lösungsvorschläge für die Gestaltung von Sprachförderung oder von sprachsensiblem Fachunterricht.

Fachdidaktik 1 im M.Ed.

Essentials for teaching English

Mußmann: Tue, 9.15-10.45, 113

Mußmann: Tue, 11.15-12.45, 113

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 by September 23, 2026.

Objectives:

- being able to introduce/ practice vocab and grammar (at school)
- dealing with texts and culture
- furthering students' speaking skills
- planning a lesson and designing a lesson plan

Registration: Registration via Email: susanne.mussmann@gym-hd.seminar-bw.de by September 23, 2026.

Task-based language teaching and assessment

Prof. Dr. Vogt: Wed, 8.00-10.00, A127 Neubau PH

Task-supported language learning and teaching (TSLL) is an approach to language learning and teaching that emphasizes tasks over linguistic items. Instead of a list of ordered linguistic items, TSLL uses a collection of tasks to provide a meaningful purpose for the use and learning of language. TSLL is one of the major approaches to language teaching worldwide and has been extensively researched over the last 20 years. Task-based language assessment as a logical consequence of task-based language learning has been in the focus to a lesser extent.

In the seminar, we will explore various concepts of task in language teaching and learning, research into language teaching and its consequences for task design, and different practical approaches to task-based teaching. We will also look into the possibilities of tasks for differentiating language instruction in inclusive settings.

Readings will be made available on stud.ip.

Registration: This course is offered by the PH Heidelberg. You must register for this course via stud.ip (the registration portal of the PH) between August 19 and September 28, 2026. Registration via heiCO is not possible at this time.

Fachdidaktik 2 im M.Ed.

Inclusive Linguistics between Oracy and Literacy—Exploring a Participatory Continuum

Lenz: Fri, 20.11.2026: 14:00-18:30; Sat, 21.11.2026: 09:00-17:00 PH Altbau 122; Fri 27.11.2026: 14:00-18:30; Sat, 28.11.2026: 09:00-17:00 PH Altbau 213

This course seeks to integrate EFL language learning processes, related curricular requirements, and (international) perspectives on education and inclusion as outlined in the Convention on the Rights of Persons with Disabilities (UN, 2006), thereby conceptualising the EFL classroom as a site for holistic learning processes accessible to learners "at all levels" (UN, 2006, Art.24). Building on an examination of functional communicative competences (KM, 2025), particular emphasis is placed on inclusive approaches to linguistics in early EFL learning by exploring language practices across the continuum of oracy (e.g., Mercer, 2025) and literacy (e.g., Gee, 2015). Including special educational needs and disabilities perspectives (e.g., Kormos & Smith, 2024) and engaging with contemporary theories of plurilingualism, participation, accessibility, and language development through critical discussion and practice-oriented inquiry, this course seeks to investigate how spoken, written, and multimodal forms of communication shape language learning, learner identity, and participation.

Registration: This course is offered by the PH Heidelberg. Please sign up for the course on stud.ip between August 19 and September 28, 2026.

Teaching English as a Foreign Language Outside School

Prof. Dr. Rymarczyk: Thu, 29.10.2026: 14:15-15:45; Thu, 05.11.2026: 14:15-15:45; Thu, 03.12.2026: 14:15-15:45; Thu, 17.12.2027: 14:15-17:45; Fri, 22.01.2027: 11:30-16:30; Sat, 23.01.2027: 10:00-15:00; Thu, 28.01.2027: 14:15-15:45, PH Altbau 219.

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 that 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 firsthand when we go to Cologne on January 22 and 23, 2027 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 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 workload (obviously there is a higher workload if you need the full number of credits for this seminar).

Registration: This course is offered by the PH Heidelberg. Please sign up for the course on stud.ip between August 19 and September 28, 2026. Students from the university can also just send me an email. In any case, they must submit proof of MA enrolment in order to register.

Texts: Burwitz-Melzer, Eva/Königs, Frank G./Riemer, Claudia (eds.) (2015). 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.

Fazzi, Fabiana (2024). Museums as Sites of Transformative Foreign Language Learning Beyond the Classroom. Palgrave.

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

Fachdidaktik 3 im M.Ed.

Pflicht-Begleitkurs fürs Schulpraxissemester 2026

Wesch

The course comprises two sessions: the first one takes place in the summer semester (July, before the SPS starts), the second one takes place in the following winter semester (January, after completing the SPS).

Credits for "Fachdidaktik 3" can only be granted after both sessions have been attended face-to-face. In case the first session is missed, it must be attended in the following year.

Students doing their "Schulpraxissemester" in the upcoming winter semester (fall 2026), MUST attend BOTH of the following sessions:

first session: July 2026

AND

second session: 15th December 2026 or 13th or 15th January 2027 (TBA), 9am—4pm

The sessions might take place in the "Seminar für Ausbildung und Fortbildung der Lehrkräfte" (Neuenheim or Wieblingen).

In the first session, students will be prepared for sitting in and observing English classes on the basis of didactic criteria including all competences. Moreover, students acquire skills to structure and plan their lessons appropriately, which will enable them to reflect lessons critically.

In the second session, which takes place after students have completed the internship at school, students' experiences will be reflected.

Registration: before July 1, 2026, via email (si.sz@web.de)

9 Sprachpraxis

Pronunciation Practice AE

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

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

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

M. Frank	Mon, 16.15-17.00, 110
M. Frank	Mon, 17.15-18.00, 110
M. Frank	Thu, 13.15-14.00, 110
M. Frank	Thu, 14.15-15.00, 110
M. Frank	Thu, 15.15-16.00, 110
M. Frank	Thu, 16.15-17.00, 110

Pronunciation Practice BE

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

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

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

A. Mau	Tue, 11.00-11.45, 122
A. Mau	Tue, 12.00-12.45, 122
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, 110

S. Mollin Wed, 10.00-10.45, 112

English in Use

English in Use: Professional Communication

Dr. Föhr: Wed, 11.15-12.45, 113

This class aims to help you master various means of communication commonly used in professional settings, such as drafting formal e-mails, taking meeting minutes, and presenting information without visual aids.

It is structured as a series of workshops, most of which begin with a 15-minute writing session. We will spend a considerable amount of time in class generating texts that you should continue working on at home or revising texts that you started at home.

English in Use: Text Comprehension

Pfister: Thu, 9.15-10.45, 114

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, 114

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, 108
B. Gaston	Mon, 16.15-17.45, 108
D. O'Brien	Tue, 11.15-12.45, 112
K. Henn	Tue, 14.15-15.45, 122
K. Henn	Wed, 11.15-12.45, 116
K. Henn	Wed, 14.15-15.45, 116
D. O'Brien	Thu, 16.15-17.45, 122
D. O'Brien	Fri, 9.15-10.45, 122

Tense and Aspect for Repeat Students

Only students who have failed the Tense and Aspect exam 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 may be used 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
D. O'Brien	Tue, 09:15-10:45 112
K. Henn	Tue, 11.15-12.45, 116
Dr. Föhr	Thu, 9.15-10.45, 108

Essential Skills for Writing for Repeat Students

This class focuses on paragraph writing as it requires mastery of all of the skills covered in Essential Skills for Writing. It is structured as a series of workshops on various aspects of paragraphing, such as finding a good topic sentence, organizing information logically and making connections between ideas explicit. We will also cover error detection, non-finite clauses and relative clauses. You will be provided with several paragraphing exercises each week in addition to practice exam sections and worksheets covering specific problem areas.

Note: This course is only open to students who have already failed Essential Skills for Writing.

A centralized exam will be held on 30.Jan 2027 from 12:00-14:00.

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

Structure and Idiom

This course utilizes the knowledge and skills students have learned in Tense and Aspect and Essential Skills for Writing to examine the structural differences between English and German that are most likely to cause difficulties for students. Typical problem areas are conditionals; modality; reported speech; adverbs and adjectives; gerunds and infinitives; and word order.

Only BA students who have passed Essential Skills for Writing may register for this course.

B. Gaston	Tue, 14.15-15.45, 116
Dr. Föhr	Wed, 9.15-10.45, 116
D. O'Brien	Thu, 9.15-10.45, 113
B. Gaston	Thu, 16.15-17.45, 116
D. O'Brien	Fri, 11.15-12.45, 122

Advanced English in Use

Advanced English in Use: Theatrical Reviews

Dr. Burlingame-Goff: Thu, 08.10.2026: 09:30-17:30; Fri, 09.10.2026: 09:30-17:30; Sat 10.10.2026: 09:30-17:30 in room 122. 11.10.2026 at 6:00 p.m.: Single Spies by Alan Bennett (Excursion to the English Theatre Frankfurt).

This course is comprised of six, three-hour blocks of instruction. These are from 9:30-12:30 and 14:30-17:30 on Thursday October 8, Friday October 9, and Saturday October 10 in Room 122 of the English Department (Kettengasse 12). 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 a live performance of Single Spies by Alan Bennett at the English Theatre Frankfurt on October 11th at 18:00.

This course is only open to students who have passed Tense and Aspect, Essential Skills for Writing, and Structure and Idiom before registration ends. The course is not open to 25% BA students. 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 no later than September 28th. Details about purchasing tickets will be forthcoming.

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: If necessary, 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.

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N.B.: This will be a screen-free classroom: no cellphones, laptops or tablets may be used during class.

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

Dr. Burlingame-Goff & Gaston: Tue, 09:15-10:45 in 108

Dr. Burlingame-Goff & Gaston: Tue, 11.15-12.45 in 108

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).

N.B.: For the first half of the semester, this will be a screen-free classroom: no cellphones, laptops or tablets may be used during class.

Prerequisites: Students must have already passed Tense and Aspect, Essential Skills for Writing, and Structure and Idiom in order to take this course.

Registration: Students must have already passed Tense and Aspect, Essential Skills for Writing, and Structure and Idiom in order to take this course.

Exam Type: There will be a midterm on November 22nd from 11:00—13:00 and a final exam on January 30 from 12:00—13:00.

Advanced English In Use: Clarity and Concision

Henn: Thu, 14.15-15.45, 122

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.

Prerequisites: Students must have already passed Tense and Aspect, Essential Skills for Writing, and Structure and Idiom in order to take this course.

10 Sonstiges

Creative Writing

Gaston: Thu, 18.15-19.45, 110

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

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

Film and Society: Hope Is a Group Project—Film and Social Change

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

It is easy to lose hope when we are constantly being told that A.I. is unstoppable, unpredictable, and very likely to take away our jobs.

This semester Film and Society will examine how, for over one hundred years, cinema has presented the threat of automation, robots, androids, computers, and A.I. in films such as *Metropolis* (1927), *Colossus: The Forbin Project* (1970), *Dark Star* (1974), *Weird Science* (1985), *Making Mr. Right* (1987), *The Matrix* (1999), *Her* (2013), *Ex Machina* (2014), *Blade Runner* 2049 (2017), *Zima Blue* (2019), and *The Creator* (2023). We will challenge the idea that woke individuals are powerless in the face of greedy tech bros and lazy consumers, and explore how isolation and despair can be countered by unified response, solidarity, and common purpose.

Registration: All are welcome to participate in this course.

Exam Type: This is not a graded course. Students who complete a verbal presentation can, however, receive credit for Übergreifende Kompetenzen (ÜK).

Hot Off the Press

Dr. Jakubzik & Dr. Elstermann: 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.

Theory Reading Group

S. Dora & L. Schutzbach: Thu, 16.15-17.45, 113

There's a specter haunting the humanities: THEORY! Its name is whispered in the corridors but no-one dares to chase it down. But what even is it? It seems a necessary part of every term paper and every lecture, but somehow always only as a by-product, or a means to an end. This reading group wants to provide a dedicated space for asking the more fundamental questions such as "What exactly is theory?," "What does it do?," "Is theory even necessary to study literature and other cultural artifacts?," and "Who are Michel Foucault, Julia Kristeva, or Fredric Jameson, and why are we still supposed to read them today?"

As a group, we will closely read and cooperatively discuss a selection of theoretical texts from a variety of authors of different disciplinary and historical backgrounds. Together, we will also try to break through

the shell of myth that often surrounds thinkers such as Karl Marx, Judith Butler, or Jacques Derrida and interrogate some of theory's most important historical movements and debates. The reading list for the semester will be discussed in the first session and decided on together. This group is open to everyone, no matter their semester and previous experience with theoretical texts. If you are interested in participating or have any further questions, please contact us (Lukas Schutzbach & Sabrina Dora) under ly430@uni-heidelberg.de. The group will meet in the first week of term. We are looking forward to seeing you there!

Lowkey Linguistics

Prof. Dr. Heyd and V. Zieglmeier: Mon, 18.15-19.45, 108

What's the deal with Bad Bunny speaking Spanish during the Super Bowl halftime show? How did "-ussy" evolve from a meme into a productive suffix and eventually get voted the American Dialect Society's 2022 Word of the Year? Should Democrats really use less "woke words" to win future elections? Do rappers like KNEECAP help or harm revitalization efforts for indigenous languages? Why is the Trump administration so keen on renaming buildings, mountains, and even a bay? When and why did content creators start narrating their videos with voice-overs–and what does that mean for the way we use language on the Internet? Why do so many new words originate from the incel community? Since when do people actually have "pronouns in bio"–and why is this practice so triggering to conservatives? And why do so many (white) gay men lowkey sound like Black women?

Many cultural and political debates of our times are, essentially, debates about language. In this course, we will discuss the connections between language and society in a casual environment, using linguistic theories and methods to shed light on current events. We will explore linguistic innovation and change in real time, talk about language policy and language ideology in online and offline contexts, and think about the role of language in socio-political discourse. The course is organized as a discussion group. Each week, a member of the course will prepare some input on a cutting-edge topic related to language, and all students are encouraged to participate in the conversation.

The program for the semester will be determined collaboratively in the first session. Every student interested in linguistics is welcome to join!