Anglistisches Seminar
Ruprecht-Karls-Universität
Heidelberg

Reduziertes Lehrangebot für
Corona E-Learning
(Stand 10.04.2020)

Änderungen:
Debating Society wird angeboten
diverse Änderungen PSII/III Linguistik
Kolloquien Prof. Kleinke

Kommentiertes Vorlesungsverzeichnis
Sommer 2020
**Inhaltsverzeichnis**

<table>
<thead>
<tr>
<th>Nummer</th>
<th>Kapitel</th>
<th>Unterkapitel</th>
<th>Seitenzahl</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Vorbemerkungen</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>2</td>
<td>Entfallende Veranstaltungen</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>3</td>
<td>Vorlesungen</td>
<td></td>
<td>9</td>
</tr>
<tr>
<td>3.1</td>
<td>Phonetik</td>
<td></td>
<td>9</td>
</tr>
<tr>
<td>3.2</td>
<td>Vorlesung historische Sprachwissenschaft</td>
<td></td>
<td>9</td>
</tr>
<tr>
<td>3.3</td>
<td>Vorlesung moderne Sprachwissenschaft</td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>3.4</td>
<td>Vorlesung Kulturwissenschaft</td>
<td></td>
<td>11</td>
</tr>
<tr>
<td>4</td>
<td>Einführungsveranstaltungen</td>
<td></td>
<td>12</td>
</tr>
<tr>
<td>4.1</td>
<td>Phonetik</td>
<td></td>
<td>12</td>
</tr>
<tr>
<td>4.2</td>
<td>Einführung Sprachwissenschaft</td>
<td></td>
<td>12</td>
</tr>
<tr>
<td>5</td>
<td>Proseminare</td>
<td></td>
<td>13</td>
</tr>
<tr>
<td>5.1</td>
<td>Proseminar I Sprachwissenschaft</td>
<td></td>
<td>13</td>
</tr>
<tr>
<td>5.2</td>
<td>Proseminar II historische Sprachwissenschaft</td>
<td></td>
<td>17</td>
</tr>
<tr>
<td>5.3</td>
<td>Proseminar II moderne Sprachwissenschaft</td>
<td></td>
<td>18</td>
</tr>
<tr>
<td>5.4</td>
<td>Proseminar I Literaturwissenschaft</td>
<td></td>
<td>20</td>
</tr>
<tr>
<td>5.5</td>
<td>Proseminar II Literaturwissenschaft</td>
<td></td>
<td>24</td>
</tr>
<tr>
<td>5.6</td>
<td>Proseminar I Kulturwissenschaft</td>
<td></td>
<td>28</td>
</tr>
<tr>
<td>5.7</td>
<td>Proseminar II Kulturwissenschaft/Landeskunde</td>
<td></td>
<td>28</td>
</tr>
<tr>
<td>5.8</td>
<td>Proseminar III Sprachwissenschaft</td>
<td></td>
<td>29</td>
</tr>
<tr>
<td>5.9</td>
<td>Proseminar III Literaturwissenschaft</td>
<td></td>
<td>31</td>
</tr>
<tr>
<td>6</td>
<td>Hauptseminare</td>
<td></td>
<td>37</td>
</tr>
<tr>
<td>6.1</td>
<td>Hauptseminare Sprachwissenschaft</td>
<td></td>
<td>37</td>
</tr>
<tr>
<td>6.2</td>
<td>Hauptseminar Literaturwissenschaft</td>
<td></td>
<td>38</td>
</tr>
<tr>
<td>7</td>
<td>Kolloquien</td>
<td></td>
<td>39</td>
</tr>
<tr>
<td>7.1</td>
<td>Kolloquien</td>
<td></td>
<td>39</td>
</tr>
<tr>
<td>8</td>
<td>Oberseminare</td>
<td></td>
<td>41</td>
</tr>
<tr>
<td>8.1</td>
<td>Oberseminar Literaturwissenschaft</td>
<td></td>
<td>41</td>
</tr>
<tr>
<td>9</td>
<td>Fachdidaktik</td>
<td></td>
<td>42</td>
</tr>
<tr>
<td>9.1</td>
<td>Fachdidaktik</td>
<td></td>
<td>42</td>
</tr>
<tr>
<td>9.2</td>
<td>Fachdidaktik 1 im M.Ed.</td>
<td></td>
<td>45</td>
</tr>
<tr>
<td>9.3</td>
<td>Fachdidaktik 2 im M.Ed.</td>
<td></td>
<td>45</td>
</tr>
<tr>
<td>9.4</td>
<td>Fachdidaktik 3 im M.Ed.</td>
<td></td>
<td>48</td>
</tr>
<tr>
<td>10</td>
<td>Sprachpraxis</td>
<td></td>
<td>48</td>
</tr>
<tr>
<td>10.1</td>
<td>Tense and Aspect</td>
<td></td>
<td>48</td>
</tr>
<tr>
<td>10.2</td>
<td>Structure and Idiom</td>
<td></td>
<td>48</td>
</tr>
</tbody>
</table>
10.3  Academic Essay Writing .......................................................... 49
10.4  Essential Skills for Writing.......................................................... 49
10.5  Description and Narration.......................................................... 49
10.6  Exposition and Argumentation .................................................... 50
10.7  English in Use................................................................................. 51
10.8  Advanced English in Use.............................................................. 51
10.9  Tense and Aspect for Repeat Students ......................................... 52
10.10 Structure and Idiom for Repeat Students ...................................... 52
10.11 Essential Skills for Writing for Repeat Students ............................ 52

11  Ethisch-Philosophisches Grundstudium ........................................ 53
11.1  Ethisch-philosoph. Grundlagenstudium II .................................... 53

12  Sonstiges ....................................................................................... 54
1 Vorbemerkungen


Für diejenigen Studierenden, die von Kursausfällen betroffen sind, wird vom 08.04. bis 16.04. zusätzlich zu der regulären Tauschphase die Wahl zusätzlicher Kurse inSignUp erneut geöffnet, um den Wechsel in die Kurse des reduzierten Lehrangebotes zu ermöglichen.

Bitte beachten Sie, dass derzeit keine Präsenzlehre möglich ist, die verbleibenden Kurse also alle im E-Learning-Format angeboten werden müssen. Das heißt in der Regel, dass Sie zur Teilnahme einen Laptop/Computer und eine Internetverbindung benötigen.

Für den Fall, dass synchrone Lehrformate zum Einsatz kommen oder im weiteren Verlauf des Semesters ein Wechsel zurück zur Präsenzlehre möglich ist, sollten Sie bei der Kurswahl trotz E-Learning wie gewohnt auf Wochentag und Uhrzeit (im kommentierten Teil aufgelistet) achten.
2 Entfallende Veranstaltungen

Vorlesungen

Introduction to Literary Studies
  Prof. Schnierer
The Literature of the American Renaissance
  Prof. Schloss

Seminare

Proseminar I Sprachwissenschaft
Discourse Analysis
  Linda Bredvik
Understanding Semantics and Pragmatics
  Dr. Schiffmann

Proseminar II historische Sprachwissenschaft
Introduction to Old English
  Dr. Hänßgen
Chaucer's Language and Versification: An Introduction to Middle English
  Volker Mohr

Proseminar I Literaturwissenschaft
Herman Melville’s ‘Adventure’ Narratives
  Sebastian Tants
Geändert zu Blockseminar, tba.
Introduction to the Study of Fiction: Contemporary Fiction and the Environment
  Désirée Link

Proseminar II Literaturwissenschaft
Irish Drama Between 1890 and 1926
  Dr. Hertel
Entfallende Veranstaltungen

Proseminar I Kulturwissenschaft
Introduction to the Study of British Culture

Prof. Nünning

Shared Histories - Ireland and Germany - Geteilte Geschichte(n)

Derek O'Brien

A cultural history of disability in the US

Dr. Föhr

A Decade of Centenaries

O'Brien/Gaston

Proseminar II Kulturwissenschaft/Landeskunde

The American Musical on the American Frontier

Carolyn Burlingame-Goff

Hauptseminar/Proseminar III
Literaturwissenschaft


Priv.-Doz. Dr. Kreis-Schinck

Kolloquien

Examenskolloquium

Prof. Schnierer

Examenskolloquium

Prof. Leypoldt

Oberseminare

Key Concepts of Cultural/Literary Analysis

Prof. Nünning

Oberseminar

Prof. Schnierer
### Sprachpraxis

**Pronunciation Practice AE**

Pronunciation Practice American English  
*Lillie Reynolds*  
(alle Kurse)

**Pronunciation Practice BE**

Pronunciation Practice British English  
*Miriam Kucher*  
(alle Kurse)

### Tense and Aspect

Tense and Aspect  
*Kay Henn*  
Dienstag 16:30 - 18:00  
113

Tense and Aspect  
*Derek O'Brien*  
Freitag 09:15 - 10:45  
122

Tense and Aspect  
*Derek O'Brien*  
Freitag 11:15 - 12:45  
122

### Structure and Idiom

Structure and Idiom  
*Kay Henn*  
Dienstag 11:15 - 12:45  
113

Structure and Idiom  
*Kay Henn*  
Dienstag 14:30 - 16:00  
113

Structure and Idiom  
*Kathrin Pfister*  
Donnerstag 09:15 - 10:45  
115

Structure and Idiom  
*Kathrin Pfister*  
Donnerstag 11:15 - 12:45  
115

### Essential Skills for Writing

Essential Skills for Writing  
*Bruce Gaston*  
Montag 09:15 - 10:45  
108

Structure and Idiom  
*Bruce Gaston*  
Montag 11:15 - 12:45  
122
### Description and Narration

**Fables, Fairy Tales and Ballads**

*Burlingame-Goff / Gaston*

**English in Use**

**Professional Presentation of Research**

*Karin Gunkel*

**Business English**

*Dr. Föhr*

**Structure and Idiom**

*Derek O’Brien*

**Successful Communication Across Cultures**

*Karin Gunkel*

### Advanced English in Use

**Fables, Fairy Tales and Ballads**

*Burlingame-Goff / Gaston*

### Ethisch-Philosophisches Grundstudium

**Ethisch-philosoph. Grundlagenstudium II**

The American Musical on the American Frontier

*Carolyn Burlingame-Goff*

### Sonstiges

**Lektürekurs**

Hot Off the Press

*Prof. Schloss / Dr. Jakubzik*

### Übergreifende Kompetenzen/Übungen

Tutorial Linguistic Analysis

*Dr. Isermann*

Language Reading Group

*Dr. Schiffmann*
3 Vorlesungen

3.1 Phonetik

Introduction to Phonetics and English Phonology

Priv.-Doz. Dr. S. Mollin  
Mon, 9:15 - 10:45, HS 14 (Neue Uni)

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.

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


3.2 Vorlesung historische Sprachwissenschaft

A Changing World of Words: English Historical Lexicology

Dr. J. Landmann  
Wed, 11:15 - 12:45, 110

Lexicology has moved to the focus of linguistic concern in recent years. This trend has benefited from the creation of a variety of research tools, including historical corpora, dictionaries and thesauri, which make possible a comprehensive and detailed investigation of the evolution of a language. In addition, these newly compiled sources allow the application of different linguistic theories and approaches to the analysis of the vocabulary typical of earlier periods of English language history.
This lecture gives an overview of the most essential frameworks relevant for the historical investigation of the English vocabulary. Specific attention will be accorded to electronic dictionaries and corpora, such as the *Oxford English Dictionary Online* and the *Corpus of Historical American English*. The important issue will be addressed of how these sources can be fruitfully used to obtain important insights into the development of the vocabulary of English.

Lexical innovation and change are typical characteristics of a living language. They often point to changing social situations or recent cultural trends. In this lecture, we will look at a number of historical and socio-cultural factors which have left their traces in the English lexicon in the form of new words and meanings.


### 3.3 Vorlesung moderne Sprachwissenschaft

**Contrastive Linguistics**

Prof. Dr. S. Kleinke

Thu, 2:15 - 3:45, HS 7 (Neue Uni)

English and German show large areas of agreement, but also important differences future teachers of English should be aware of. In the first part of this course we will explore the traditional approach to contrastive linguistics, which was closely linked with the development of teaching English as a foreign language. Later on we will look into differences and commonalities between English and German from a typological point of view and pinpoint clusters of differences in grammar (e.g. inflection, word order, non-finite forms, tenses, passives, etc.), sentence meaning and the semantic structure of the lexicon. Finally we will move on to some pragmatic and socio-linguistic aspects including politeness strategies. The lecture will take place at Neue Universität, HS 7.

**Recent Issues in Conceptual Metaphor Theory and Some Practical Guidance (BLOCKVERANSTALTUNG)**

Prof. Dr. Z. Kövecses

Wed. 8 July: 16:00 - 7:15, 115; Thur. 9 July: 16:00 - 7:15, 116; Fri. 10 July: 14:00 - 20:00, 122; Sa. 11 July: 10:00- 16:00, 108.

Recent Issues in Conceptual Metaphor Theory and Some Practical Guidance The workshop investigates a number of theoretical issues in conceptual metaphor theory (CMT) (see Lakoff and Johnson, 1980; Kövecses, 2002/2010). We focus on issues
that are currently extensively debated in the CMT literature. We start out from a brief survey of CMT, then discuss such problems areas of the theory as the relationship between metaphor and metonymy, the nature and significance of deliberate metaphor, the hot topic of what the best methodology in the study of metaphor is, and what metaphorical creativity involves. Finally, to open up the future of CMT, we turn to the distant past and examine the role metaphor may have played in the evolution of homo sapiens. With the exception of the last topic, the discussion of the issues will be accompanied by working on practical exercises individually or in groups. 1. Conceptual Metaphor 2. Metaphor Networks 3. Metaphor and Metonymy 4. The “BUILDING” Source Domain 5. Deliberate Metaphor 6. Methodology 7. Where do Metaphors come from? 8. Creativity: Schematicity and Context 9. Metaphor and the Real World 10. Mixing Metaphors 11. The Role of Metaphor in the Emergence of Homo Sapiens Please register via anmeldung.kleinke@as.uni-heidelberg.de for this course.

3.4 Vorlesung Kulturwissenschaft

British Culture from the Sixteenth to the Nineteenth Century

Prof. Dr. V. Nünning       Tue, 11:15 - 12:45, HS 15 (Neue Uni)

Why is Queen Elizabeth II on the Canadian 20 $ note? And on all Australian coins? Why was Henry VIII so important, even though he had so many of his wives killed? British culture is as fascinating as it is complex, and in order to make sense of it, it is necessary to know something about the way it came into being.

The aim of this lecture is to introduce you to important developments and central characteristics of British culture and ask which frameworks can be useful to contextualize important events and persons. In this overview, we will proceed chronologically, and explore developments in a variety of fields ranging from social history to the history of mentalities. We will begin with the Tudors and try to understand this complex and contradictory period, which set the course for future developments. The six wives of Henry VIII do play an (albeit minor) role in this context, but brief biographies and stories about important persons and major events will mainly be used to exemplify larger developments. In a similar vein, the execution of Charles I, the founding of the Commonwealth and the establishment of a consumer culture as well as the Industrial Revolution will be explored in order to illuminate key aspects of British culture throughout the centuries. Needless to say, major developments in British literature will be mentioned, too, though it remains up to you to explore this field in more depth.
4 Einführungsveranstaltungen

4.1 Phonetik

Introduction to Phonetics and English Phonology

Priv.-Doz. Dr. S. Mollin  
Mon, 9:15 - 10:45, HS 14 (Neue Uni)

Description see page 9.

4.2 Einführung Sprachwissenschaft

Introduction to English Linguistics

Prof. Dr. S. Kleinke  
Wed, 11:15 - 12:45, N.N.

The aim of this lecture course is to introduce students to the main ideas and concepts in English linguistics. We will start off by considering what language and linguistics are, look at key concepts in semiotics, phonetics and phonology, morphology, syntax, semantics, pragmatics and sociolinguistics.
5 Proseminare

5.1 Proseminar I Sprachwissenschaft

Sociolinguistics - Assumptions and Approaches
L. Bredvik  
Mon, 11:15 - 12:45, 110

Sociolinguistics is fundamentally the scientific study of the relationship between language and society; it uses empirical research to focus on how human beings use language in real life situations. Sociolinguistics investigates how we speak differently in various social contexts, and how we use specific aspects of language to convey and create social meaning. The ways in which language reflects and shapes society is very complex and affects a wide range of encounters – from international institutional conversations in the European Union to very narrow interpersonal conversations between friends.

This seminar will investigate some of the fundamental perspectives of and approaches to sociolinguistics – multilingualism, language attitudes and ideologies, gender and ethnicity, language variation and dialects, the interaction between language and cognition, language and identity, and methods of sociolinguistic research. We will also explore how sociolinguistics has begun focusing on more broadly based social and political issues, and how the results of research can be applied in social, educational, and political arenas.


Empirical Approaches to Pragmatics  (**BLOCKSEMINAR**) 

L. Bredvik  
(July; dates and times tba.)

How do speakers often communicate more than what is said? Does “Honey, it’s cold in here” refer only to the temperature in the room or is it a request for someone to close the window? Pragmatics is the study of the interface between language and context, how what someone “says” may or may not be what they “mean.” Pragmatics is the third of Charles Morris’ (1938) tripartite division of semiotics; it is the study of the interaction between linguistic forms and users of the forms.

While pragmatics has very theoretical and philosophical beginnings, this class will take an empirical and functional approach to pragmatics, investigating how
linguistic phenomena is used to index and infer meaning.


**Language Unlimited**

Dr. M. Schiffmann  
Fri, 12:15 - 1:45, 108

This seminar tries to look into what linguistics is about from a very accessible perspective. It poses the question what exactly it is that turns language into the powerful tool that enables us humans to, e.g., write books about the cognitive abilities of apes, whereas we can be sure that they will never be able to do the same thing for us.

This course is mainly based on the work *Language Unlimited* by David Adger, who spells his game plan out like this: “I wrote it with my nephew in mind, who was 17 at the time. It's aimed at people who have no linguistics or even a university degree but are interested in the topic.” Despite this modest pronouncement, this is a book based on the wide variety of languages the author has studied and on the latest evidence in linguistic research.

The other book we will be using (apart from many other materials) is Ian Roberts’ *The Wonders of Language*, which deals with language up and down from phonetics to pragmatics to historical linguistics and Universal Grammar and has stood the “non-boring” test in some previous seminars of mine.

This seminar is for you if you are intrigued by the same question that Galileo Galilei posed in the 17th century when he asked how it was possible that in language, “from 25 or 30 sounds an infinite variety of expressions” can be constructed, “which although not having any resemblance in themselves to that which passes through our minds, nevertheless do not fail to reveal all of the secrets of the mind, and to make intelligible to others who cannot penetrate into the mind all that we conceive and all of the diverse movements of our souls.”

So language does indeed seem to confer some “unlimited” powers. Those of you who you are interested in how this works, what the operations behind it are, and when and in which way this capacity might have arisen in our species, are welcome to join me in Room 108 each Friday afternoon in SS 2020.

First Language Acquisition

M. Pleyer  
Mon, 11:15 - 12:45, 108

‘Allgone sock,’ ‘allgone sticky,’ ‘there book,’ ‘where ball.’ These are examples of some of the earliest word combinations children use when acquiring English. Only a few years after this, children produce much more complex utterances, such as ‘My mom says I have to go now’, when wanting to leave a boring experiment. They also know that the plural form of a word they have never heard before, such as ‘wug,’ should be ‘wugs.’ However, even these complex utterances still contain ‘mistakes,’ such as ‘If I'm talking about myself only, I'm a children. But if I'm talking about me and Edward, we are childs because we are two.’ Examples like these are very informative because they tell us something about the linguistic knowledge that children acquire over the time span of only a few years.

In this course we will take a closer look at how children acquire this linguistic knowledge and at what kind of knowledge they acquire. Specifically, we will look at how children learn to produce their first sounds (phonetics and phonology), and how they learn the meaning of words (semantics). We will then turn towards the question of how they form more complex words (morphology), how they acquire the capacity to combine words into complex utterances (syntax), and also how they learn to use language appropriately to communicate their intentions (pragmatics). We will discuss different theories that try to explain how children learn to achieve these impressive feats and look at the methods that are used to investigate language acquisition. Individual differences between children, children who grow up with more than one language, and other related topics will also be dealt with. We will also use corpus data from the Child Language Data Exchange System (CHILDES) to conduct our own studies of language acquisition.

Texts: A reader with course readings will be made available in due time.

Introduction to Language and Gender

Dr. M. Pleyer  
Wed, 2:15 - 3:45, 116

“You just don’t understand” – as Tannen’s (1990) book title suggests, people often hold the assumption that there are distinct ways of speaking and behaving as a male or female speaker which renders their talk almost mutually unintelligible. But is this really the case?
In this course, we will draw out what it means to use language as men and women, and how different genders are expressed in different contexts.

The course is divided into three thematic parts. In part I we will focus on traditional approaches to language and gender. We will tackle questions such as: How do women talk? Is there such a thing as a ‘women’s language’ that is special and distinct from male language? How are language and power related? Do boys and girls really grow up in two different ‘societies’ so that men and women have two very distinct ways of communicating? Using both linguistic texts and examples from the media, we will come to a deeper understanding of what it means to speak like a ‘man’ or a ‘woman.’

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

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

Students will give one oral presentation and submit a term paper on a topic of their choice. In-class participation based on the required reading for each session is essential.

**Texts:** A reader with the required reading texts will be made available.

**World Englishes**

M. Bijani

Thu, 6:15 - 7:45, 113

Today, English enjoys the status of a global language and is spoken throughout the world. For a better understanding of how English was able to gain this status, we will examine the historic spread of English before looking into present-day varieties. We will analyse some of the most seminal models categorising World Englishes and, finally, turn our attention to selected varieties. Furthermore, you will gain an insight into linguistic research methods and learn to develop and structure an argument in order to write an academic paper.
5.2 Proseminar II historische Sprachwissenschaft

Introduction to the History of English

Priv.-Doz. Dr. S. Mollin  
Mon, 11:15 - 12:45, 113

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

A reader containing all class materials will be available.

Introduction to the History of English

Priv.-Doz. Dr. N. Nesselhauf  
Mon, 11:15 - 12:45, 112

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

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

Introduction to the History of English

Priv.-Doz. Dr. S. Mollin  
Wed, 11:15 - 12:45, 113

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

A reader containing all class materials will be available.
Exploring English proverbs, idioms and sayings through the ages
(BLOCKSEMINAR)

C. Watts

Mo 13.07.-Sa 18.07., je 13-18 Uhr, Raum: NN

We live in an age of scientific and technological enlightenment and yet what shapes
the discourse of our daily lives is often not modern insight alone, but ancient
wisdom. Everyday English conversation is peppered with sayings from folklore and
history that have been passed from one generation to the next, often without
adaptation despite centuries of change. In this Seminar we shall explore the linguistic
origins of English proverbs, idioms and sayings, from the earliest proverb with its
roots in Old English to those which can be traced back to Latin and Greek and
British history through the ages. We shall consider the linguistic changes that these
phrases have undergone and set them against their socio-historic and cultural
background. All of the proverbs, idioms and sayings that are selected for this
Seminar are in current use and we shall uncover their linguistic and cultural secrets
together. This will involve considering the linguistic legacies of Aesop, the Bible and
Latin and Greek philosophers, as well as Chaucer, Shakespeare and Erasmus among
others. And you will add to your personal stock of such phrases too.

5.3 Proseminar II moderne Sprachwissenschaft

Understanding Syntax

Dr. M. Schiffmann

Thu, 4:15 - 5:45, 108

One of the goals of this seminar is to show that syntax is not a topic to be dreaded,
but an exciting one. One reason is that syntax is arguably the factor operating in our
mind which makes complex thought as we know it possible. The ability to build ever
larger phrases out of single words and to build ever more complex sentences out of
these phrases is at the root of our capacity to understand and interpret the world we
live in to the surprising extent that we do.

At the same time, the syntactic structures of the 6,000 to 7,000 languages said to
exist on our planet are not at all the same but display a stunning diversity. English,
Chinese, Latin, Japanese, the Native American language Mohawk, or Piraha spoken
in the Amazon Basin are certainly very different in their sentence structures, and part
of the substantial amount of effort most of us must invest in learning a new language
is due to this distinctness.

But despite the bewildering array of peculiar phenomena in each language, there
seems to be an underlying unity that binds the syntactic systems of all these very
different tongues together - a unity that makes each one of them translatable into any other, and one without which linguistics in the realm of syntax would be pointless, since there would not even be a recognizable area to talk about.

This seminar will illuminate both these aspects of syntax - the wide range of differences between languages and the unity that allows us to understand even the strangest syntactic phenomena of languages very remote from our experience. To get a real grasp, we will do many exercises and draw extensively on the languages that the participants in the seminar themselves know. Particular focus will be on a comparison of the languages that are “strange” to us to the two most of us are familiar with, English and German.

**Texts:** Core reading will be Maggie Tallerman, *Understanding Syntax*, 4th edition, Routledge 2014, and Nicholas Sobin, *Syntactic Analysis. The Basics*, Wiley-Blackwell 2011. These books, as well as a lot of other material, will be made available to participants of the seminar in an appropriate form.

**Linguistic Research Methods**

Priv.-Doz. Dr. S. Mollin     Thu, 11:15 - 12:45, 113

Instead of making students specialists in a highly specific topic, this class aims to produce generalists. We will attempt to cover the whole breadth of linguistics as a science, but not by approaching it via its subdisciplines, but by answering methodological questions, such as: What kinds of data count as evidence in linguistics? How do we come by these data? And: How do we analyze and interpret the data? The empirical methods covered are diverse, including corpus linguistics, conversation and discourse analysis, sociolinguistic variationist elicitation, attitude surveys, and psycholinguistic experiments. Each method is introduced by a close discussion of exemplary studies (classic and recent) from diverse linguistic areas, and is then applied hands-on in practical data analysis exercises. We will weigh the advantages and disadvantages of each method and treat issues such as representativity, validity, and statistical significance along the way.

Students are expected to participate actively, to complete practical assignments at home, to present an empirical study in class, and to either sit a final exam or conduct a small-scale study using and critically reflecting on at least one of the linguistic research methods introduced.
5.4 Proseminar I Literaturwissenschaft

Introduction to the Victorian Novel

N. Gillé / D. Link  
Tue, 9:15 - 10:45, 114

Over the last few decades, there has been a continuous fascination with the literature of the Victorian era (1837–1901). Classic novels like the works of Charles Dickens, George Eliot and the Brontë sisters are still taught in schools and universities, but they have also entered the popular imagination via a host of TV and movie adaptations – such as, most recently, *The Personal History of David Copperfield*. To understand this ongoing appeal, it is worth engaging more closely with the original novels.

Victorian literature is an especially rewarding field of study because the novel was quickly diversifying in the 19th century and soon included a variety of different genres, such as the Bildungsroman, the social problem novel, and sensation fiction. In this proseminar, we will both aim to gain an overview of the Victorian novel, including the aforementioned different genres and some relevant narrative techniques, and have a closer look at two specific texts, namely Charlotte Brontë’s *Jane Eyre* (1847) and Elizabeth Gaskell’s *North and South* (1854). We will also discuss the relevant historical and cultural contexts of these works, with a special focus being placed on the roles of women in the Victorian era.

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

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

Literature and/in the Archive

T. Sommer  
Thu, 2:15 - 3:45, 112

What happens to literary manuscripts after the death of the author? Do they allow us to retrieve the literary or the historical past? And how do we measure their philological, economic, or aesthetic value? Compared to cultural institutions such as libraries and museums, professional literary archives are a relatively recent phenomenon - although practices of collecting and ordering of course predate them. Rather than focusing on the history of the archive as an institution, this seminar will cover literary narratives about authors’ papers and their preservation and consumption. Set in a pre-archival era in which posthumous papers are still largely in the hands of private individuals, Henry James's novella “The Aspern Papers” (1888)
describes an unnamed narrator’s desperate attempt at recovering the literary remains of a venerated poet. A. S. Byatt’s Booker Prize-winning *Possession: A Romance* (1990) revolves around an archival paper-chase that sees two modern literary scholars reconstruct a Victorian love story. Covering a similar tension between privacy and public access as James’s and Byatt’s texts, Martha Cooley’s novel *The Archivist* (1998) deals more specifically with the institutional framework of the modern literary archive (the moral qualms of a professional archivist who illicitly pries into a collection of T. S. Eliot letters). We will focus on how these suspense-driven narratives of detection deal with the relationship between manuscripts and texts, between the material and the intellectual, between the present and the past, and between life and art.

**Texts:** Participants should acquire the following primary texts and have read them by the beginning of the semester:

- Henry James, “The Aspern Papers” (1888) (any edition)

Secondary reading will be made available on Moodle.

**Contemporary Historical Fiction**

D. Eisler

Tue, 9:15 - 10:45, 108

Historical fiction provides a window into the past that is tinted by the colors of the present. From historical dramas and war novels to works that cross into other genres (such as science fiction), contemporary historical fiction offers a rich, diverse range of texts and far-reaching interpretive possibilities.

In this course we will think about the relationship between fiction and history and use contemporary historical novels as a way to reflect on the interaction between what happened in the past and its relevance for the present. We will ask questions such as: What is the role of authenticity in historical fiction? Does historical fiction illuminate or distort our understanding of history? Do certain genres of historical fiction capture the essence of events in ways that nonfiction accounts cannot? Is history itself simply a form of fiction? How do historical novels contribute to the formation of collective memory?

**Texts:** Please read the following novels before the term begins:

An Introduction to Crime Fiction

A. Schindler  Wed, 11:15 - 12:45, extern

Crime fiction is arguably the most popular form of genre fiction in the world today. Over the last few decades, an ever growing amount of new varieties has emerged that resulted in a diversity of multi-faceted narratives in book as well as visual format. The crime genre, once considered at best a guilty pleasure and a seemingly old-fashioned form that relies upon strict structural patterns, has continuously reinvented itself not only by employing new narrative strategies, but also by openly addressing larger topics of public concern located in the socio-cultural and socio-political realm. As such, it has attracted both a wide international readership and has increasingly been subjected to a great deal of critical analysis.

The aim of this course is to deepen and expand the skills acquired in the introductory lecture concerning the analysis and interpretation of narrative texts. We will deal with a wide-ranging selection of texts from various classic and contemporary crime fiction subgenres like Golden Age and hard-boiled literature, the police procedural, as well as feminist and historical crime fiction, for example. In addition to that, we will also focus on key concepts of narrative theory such as multiperspectivity and unreliable narration and take into consideration film as a narrative genre.

Texts: Please read Agatha Christie’s *Death on the Nile* (1937) and Karin Slaughter’s *Blindsighted* (2001). A reader with the course material will be made available at the beginning of the semester.

From 'Street 66' to a 'Heart Disease Called Love' – The early works of Linton Kwesi Johnson and John Cooper Clarke in context

S. Pupic  Fri, 9:15 - 12:30, 114

In March 1982, two artists joined forces for a tour of the UK, playing theatres and university halls from London to Edinburgh. The tour traversed a country marred by the effects of the economic instability of the 70s, wide-spread racism, and the harsh political climate of Thatcherism.

Both performers were already well established by that time, yet in quite distinct contexts: Born in Chapeltown, Jamaica in 1952, Linton Kwesi Johnson was (and is) an important and eminently political voice of the black community in Britain and one of the first proponents of the genre of dub poetry. John Cooper Clarke on the other hand, hailing from Salford, had developed his style of social satire on the comedy circuit of the 1970s and come to fame during the first wave of punk in Manchester. Then and now, both artists are considered influential figures in a field of poetry that is undoubtedly aimed at the popular as well as highly socially aware.
Proseminare

Over the course of the semester, we will explore the intriguing early oeuvres of these two poets and analyse their themes and formal characteristics, always with an eye to the troubled socio-cultural backdrop of Britain in the 1970s and 1980s. Moreover, their early works will serve as a starting point for discussing more general aspects such as social realism and political poetry, the role of performance and the relation of poetry and (popular) music.

Broadening our interpretative scope, we will also address questions of influence by tracing precursors and successors ranging from African-Caribbean culture to British performance poetry and radical subcultures. Comparative readings with works of poets of the ‘literary establishment’ at the time (for instance poet laureate Ted Hughes, Seamus Heaney or Carol Ann Duffy) will not only help locate LKJ and JCC in the field of literary production, but also shed light on the diversity of poetry in the second half of the 20th century.

The seminar will be held in double sessions (4 WS) on a bi-weekly basis.

Texts: Linton Kwesi Johnson Selected Poetry (Penguin 2006); John Cooper Clarke Ten years in an open-necked shirt (re-issue, Penguin 2012). More material will be made available.

Herman Melville’s ‘Adventure’ Narratives (BLOCKSEMINAR)

S. Tants Dates to be announced

Herman Melville (1819-1891) is nowadays best known as the writer of Moby-Dick (1851). However, his most successful work during his own lifetime was Typee (1846), a thrilling travel narrative set on a Pacific island. Drawing partly on Melville’s own experiences as a young sailor and partly on a variety of historical and fictional sources, Typee turned Melville into a well-known writer. Years later, trying to replicate his early success, Melville wrote Israel Potter (1854). An adventure narrative based on a historical character, the story deals with a struggling revolutionary hero and his misfortunes, often in a humorous way.

In this class, we will discuss both Typee and Israel Potter, focusing especially on a number of shared characteristics. Reading excerpts from key source texts and from some of Melville’s other prose writings, we will explore historical, political, and intertextual links in these two works. Through close reading of the novels, essential skills for literary analysis will also be practised.

Texts: Please purchase and read the Penguin edition of both texts by the start of term.
5.5 Proseminar II Literaturwissenschaft

**English Romantic Poetry: From Blake to Byron**

Dr. K. Hertel  
Wed, 2:30 - 4:00, 113

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 writers who shaped this period, starting with the representatives of the older generation: William Blake, Robert Burns, S.T. Coleridge and William Wordsworth. The chronology will then lead us on to the younger generation including John Keats, P.B. Shelley, and Lord Byron. Aspects of the writers’ biographies as well as the poetological, historical, philosophical, and socio-historical context of the time will complement the close reading of the respective poems.

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


**Literature and Culture of the Progressive Era**

Priv.-Doz. Dr. M. Peterfy  
Tue, 2:15 - 3:45, 115

The Progressive Era is generally considered a period in American history between the 1890s and the beginning of WW I. After the so-called “closing of the frontier”, this age was marked by a number of social and political developments, the results of which are still relevant to American life today. At the same time, this era represents the backdrop to the cultural changes that led to the modernist revolution in literature and the arts. In this course, we will approach these new artistic developments by recognizing the progressive contributions of culturally and politically marginalized groups, above all the remarkable achievements of African Americans and of women in the face of an oppressively racist and sexist environment.

**Texts:** Please read Kate Chopin's *The Awakening* before the semester and buy the Course Reader with additional texts, available at the Copy Corner as of the beginning of the semester.
Textual Manipulation

A. Elstermann  
Mon, 2:15 - 3:45, 113

In 1987, Gérard Genette wrote that “[t]he effect of the paratext lies very often in the realm of influence -- indeed, manipulation -- experienced subconsciously. [...] To accept it -- or, for that matter, to reject it -- one is better off perceiving it fully and clearly” (*Paratexts* 409). Paratext, though an extensive concept, is only one of the ways in which texts influence readers; others include rousing rhetoric, unreliable narration, and evocation of empathy through focalisation. In this course, we will examine not only ways in which readers are manipulated by texts, but also how characters within a narrative are manipulated by one another, and how readers can manipulate texts through interpretation and adaptation. To look at what different forms these manipulations can take, we will focus our analysis on three very different text types: a play, a novel, and a video game. As this will be a class with a focus on theory and its application, you will be expected to read additional secondary sources and literary theory supplied over the course of the semester to a level of understanding that allows you to form and argue your own opinions.

**Texts:** Before the start of term, you need to have read William Shakespeare’s *Julius Caesar* and Agatha Christie’s *The Murder of Roger Ackroyd*. You also need to have played the 2016 video game *Orwell*. Since this is a game with multiple possible endings, you have to keep track of your own path through the story either by recording your gameplay or taking notes. If you need any help with that, send me an email after your registration for this class has been confirmed. You will be asked to submit a brief summary early on in the semester.

American Cyborgs

Dr. H. Jakubzik  
Wed, 11:15 - 12:45, 108

Computers have recently moved from industrial machine rooms into our homes, onto our desktops, into our laps, around our wrists, and are continuing their journey into our bodies. At the same time, popular science fiction has re-defined the cyborg -- formerly a threat (e.g. *Terminator I*, 1984) -- as the last chance for our civilization (e.g. *Terminator II*, 1991). What is the relation of the cyborg to the human? In what way does the notion of our future as cyborgs challenge anthropocentricity and humanism? Are these recent changes in our attitudes towards cyborgism collateral effects of modern information societies, or projected developments, driven by specific interests? We will approach the American cyborg from two directions: philosophical and sociological texts (Kristeva, Foucault, Haraway, Herbrechter, Heise, Han and others). Then we will take closer looks at selected popular phenomena (from fiction, film and journalism) of the last sixty years up to recent trends.
Marlowe and Shakespeare

Dr. H. Grundmann  
Tue, 2:15 - 3:45, 116

Christopher Marlowe, the poet, dramatist, murdered government spy and alleged author of Shakespeare’s plays, is one of the most fascinating characters of the English Renaissance. Although overshadowed now by the success of his rival, it was Shakespeare who had to struggle in the 1580s and 90s to emerge from Marlowe’s shadow. This course will trace the similarities and differences in a range of plays by both authors. We shall be reading Marlowe’s plays Doctor Faustus, Edward II and The Jew of Malta, comparing them with Shakespeare’s The Tempest, Richard II and The Merchant of Venice. Our emphasis will lie on Marlowe’s plays (which you will have to read in their entirety), whereas in Shakespeare’s plays we shall focus on selected aspects, such as are illustrated by Prospero the magician and Shylock the Jew.


Shakespeare on Page and Screen: Macbeth and Its Adaptations

A. Al-Laham  
Wed, 2:15 - 3:45, 115

“Stars, hide your fires,  
Let not light see my black and deep desires.”

Macbeth, 1.4.50-51

The tragedy Macbeth (1606) continues to fascinate readers and viewers alike. As one of the most alluring and important texts in the literary canon, it has captivated audiences and occupied the minds of literary scholars for centuries. The play confronts the audience with questions about fate and free will, power and ambition, as well as the supernatural and the unconscious. Perhaps most intriguingly, we are challenged to think about the nature of the relationship between Lady Macbeth and her husband and question whose agency finally leads to the murder of King Duncan.

With its subject matter, the play has had a significant impact on popular culture - not least due to the numerous film adaptations of the dramatic text. The various movie versions (the most recent was released in 2015) invite us to compare and contrast the different approaches to a thrilling play. In this seminar, we will look at how key scenes are translated onto the screen and analyse in what ways the tragedy allows
different interpretations to be realised by the various actors, directors, and screenplay writers. This course aims to refresh your memory of drama theory, expand your knowledge about text analysis, and introduce you to methods that will help you explore films in more depth.

**Texts:** Please make sure you have read the play before the start of term. I recommend using the following edition:


**American Women Playwrights**

Dr. E. Hänßgen  
Fri, 11:15 - 12:45, 116

In this course, we will combine the analysis of a few plays by Susan Glaspell, a once famous contemporary and co-worker of Nobel laureate Eugene O’Neill, with the analysis of plays by 21st-century women playwrights whose work was staged at the Contemporary American Theater Festival between 2012 and 2018 and published in an anthology in 2019 (Johnna Adams, Eleanor Burgess, D. W. Gregory, Chisa Hutchinson and Susan Miller).

On Glaspell, we can work with a variety of monographs, collections of essays and individual articles. For the other playwrights, interviews and reviews are the only secondary sources available, and we will gain helpful perspectives through the work with Glaspell’s plays. On the whole, we will try to put women on the map in this male-dominated genre.

**Texts:** Please purchase and read both books before the term starts:


5.6 Proseminar I Kulturwissenschaft

Contemporary Historical Fiction

D. Eisler  
Tue, 9:15 - 10:45, 108

Description see page 21.

The Visual Turn in Cultural Studies

Priv.-Doz. Dr. M. Peterfy  
Tue, 9:15 - 10:45, 110

The “Visual Turn” in Cultural Studies

The analysis of visual culture in all its aspects has become a central object of cultural studies in the recent decades. In this course, you will learn about methods of visual analysis in different areas of culture. The study of visual cultures requires methodical and theoretical awareness - just as much as the study of text and discourse. We know this from the field of art history, but pictures without a claim to artistic expression, are not ‘self-evident’ and do not ‘speak for themselves’ either. Whereas there are overlapping areas between textual analysis and the interpretation of images, there are also areas of significant differences. In this course, we will not just read and discuss theoretical texts about visual representation, but will also test their practical validity in the analyses of concrete examples, from ‘simple’ illustration to the use of the ‘image’ in memory culture and film and video.

Texts: Please buy the Reader in the Copy Corner as of the beginning of the semester

5.7 Proseminar II Kulturwissenschaft/Landeskunde

Literature and Culture of the Progressive Era

Priv.-Doz. Dr. M. Peterfy  
Tue, 2:15 - 3:45, 115

Description see page 24.

Texts: Please read Kate Chopin's The Awakening before the semester and buy the Course Reader with additional texts, available at the Copy Corner as of the beginning of the semester.
Proseminare

Marlowe and Shakespeare

Dr. H. Grundmann         Tue, 2:15 - 3:45, 116

Description see page 26.


5.8 Proseminar III Sprachwissenschaft

Linguistic Analysis

Dr. M. Isermann         Tue, 4:15 - 5:45, 115

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

*Note: There will be a tutorial accompanying the course.*

Research Seminar on Pop Song Pronunciation

Priv.-Doz. Dr. S. Mollin         Wed, 9:15 - 10:45, 113

If you have an affinity for phonetics as well as for pop music (and adjacent musical genres) and are ready to embark on some empirical research of your own during the summer semester, then this class is for you. The class is inspired by Peter Trudgill's (1983) classic study on the singing pronunciation of British bands such as The Beatles and The Rolling Stones, in which he investigated their use of American pronunciation features and developed potential explanations for an Americanised singing style. We will review this as well as more recent research on the Americanisation question, but also on pronunciation in contemporary music more generally, considering artists such as Rihanna, Lily Allen and Arctic Monkeys, and genres including country, rap, reggae, hiphop, and folksongs. Crucially, however, this is a research seminar. The class as a whole will develop a research design for a
Proseminare

joint comparative study of the singing pronunciation of English-singing artists, within which each student will conduct their own sub-study on a selected artist. The study will be conducted during the semester alongside our sessions, in which practical research questions will also be addressed. In the final session, all our results will come together to be interpreted.

All students are required to participate actively, to present a previous study on singing pronunciation in class, and to conduct their own study within the jointly developed framework. PS III students summarise their findings in a poster. HS students write up their findings within the jointly developed framework as well as on an additional research question of their choice in a term paper.

Registration proceeds on a first come, first served basis and opens with the publication of this course catalogue. The number of participants is limited. Send an e-mail to sandra.mollin@as.uni-heidelberg.de to register, stating your study programme (BA, GymPO, MA, MEd).

Cool Words - Recent Trends in Word-Formation

Dr. M. Isermann

Thu, 9:15 - 10:45, 114

Since its inception in 2016, BeLeave, the name of a youth-directed campaign for the United Kingdom's withdrawal from the European Union, has been a visible word in more than one respect. The name lent its positive connotations to the prospect of escaping the thraldom of Brussels and of regaining national sovereignty. At the same time, and in perfect division of labour, its companion word remoaners directed its off-putting associations against those who met the rampant enthusiasm of the Brexiteers with scepticism. While it is doubtful that the pro-Brexit campaigners have had the better arguments, it is evident that they have had the better words.

The seminar will address the question of why some words/word-formation processes are perceived as attractive and similar issues that go beyond the structural aspects of word-formation, such as for example: What does it take for words to be effective? Are there lexical fashions? Why do some kinds of words show up increasingly in the new media? How does word-formation account for the fact that some words are restricted in their use to visual language?

The course is designed as a project course. In the first part, we will lay the foundations, discussing theoretical approaches, looking at methods of investigation and examining some case studies. As we go along, participants will embark on small-scale research projects devoted to a particular word, word family or formation. Two sessions will be reserved for the presentation of the results. Term papers are supposed to further explore aspects of the relevant formation.
Models of Communication and Interaction

Priv.-Doz. Dr. N. Nesselhauf Wed, 11:15 - 12:45, 115

In this seminar, we are going to look in detail at various models of communication and linguistic interaction. We will not only cover models proposed by linguists but also some proposed by philosophers, sociologists, anthropologists and psychologists. Although we will try to be as data-oriented as possible, be prepared to read and discuss some highly theoretical texts as well. A good command of German is desirable, as some of the texts we will deal with are in German.

To register for the course, please send an email to Nadja.Nesselhauf@urz.uni-heidelberg.de, indicating whether you intend to acquire credit points for either a Hauptseminar or a Proseminar III or to participate as a ‘Gasthörer’.

5.9 Proseminar III Literaturwissenschaft

Explaining America: Readings in American Culture, Society, and Politics

Prof. Dr. Dietmar Schloss / Dr. habil. Martin Thunert Wed, 11:15 - 12:45, HCA Oculus

From the days it was ‘discovered’ by Europeans to our own time, “America” has provided a continuous challenge to the human intellect and imagination. Countless books have been written to explain the special character of American society and culture. In this seminar, we will sample some of these books – many of them very famous – and hopefully gain a sense of the different ways in which America and the United States have been conceptualized in the course of the centuries from the colonial era to the present. While some of the authors studied are foreigners who look at the country from outside, most of them are ‘natives’ who give us various insider views. Depending on the time in which they live and the position they occupy, they approach ‘America’ from different angles and focus on different aspects. The genre in which these views are expressed vary, too – we will read plays, novels, letters, travel reports, sermons, speeches, political treatises, and sociological studies. The readings selected will give students a theoretical foundation for understanding major processes, institutions and shifts in American culture, society and politics.

Co-taught by a political scientist and a literary historian, this interdisciplinary seminar will trace the relationship between the sphere of American politics and the cultural and literary realms from the early republic onwards to the present day. While
the course is primarily designed for students of HCA’s Masters in American Studies program and advanced students of the HCA’s Bachelor Program in American Studies, we will also admit (advanced) Bachelor and Hauptstudium students from the Anglistisches Seminar as well as advanced international exchange students. Students will be introduced to various controversies, theories, and multidisciplinary perspectives concerning the U.S. political, cultural and literary development. Most of the material to be discussed will be made available on Moodle.

Please contact Prof. Schloss via email (dietmar.schloss@urz.uni-heidelberg.de) if you are interested in participating; students with a social science or history background will be preferred.

**Narrative Ways of Worldmaking**

Prof. Dr. V. Nünning  
Wed, 11:15 - 12:45, 122

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

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

In May, we will have the privilege to host the award-winning fiction writer Thom Conroy, who will be in Germany on a visit from New Zealand, and who will provide insight into fictional ways of worldmaking from the perspective of a novelist.

We will discuss the following texts: Zadie Smith, *NW* (2012); Julian Barnes, *The Noise of Time* (2016).

We will also discuss two political speeches and the beginnings of: Matthew G. Lewis, *The Monk* (1796); Charlotte Brontë, *Jane Eyre* (1847); and Thom Conroy, either *The Naturalist* (2014), or *The Salted Air* (2016); in the first session we will decide which of his works we will talk about. Copies of these will be made available in the ‘Handapparat’.

Please sign up for this class by writing to: sekretariat.nuenning@as.uni-heidelberg.de
Parodies and Intermedial Adaptations of ‘Literary Classics’

Priv.-Doz. Dr. M. Peterfy    Thu, 9:15 - 10:45, 108

“The first duty of parody is to entertain. It may incidentally perform other functions, but if it does not entertain the reader, these become irrelevant.” (The Faber Book of Parodies) This course will offer entertaining material for discussion and analysis, but it will also take a look at those “other functions” parodies can, and do, perform. Parody, at its various levels, has always been one of the most popular of literary exercises. Literary parodies are major players in the creation of collective cultural memory, but also a form of intertextuality, sometimes intermediality, and above all tools of criticism, both on the level of style and subject-matter. In this course we will look at parodies of texts by, among others, Shakespeare, John Keats, William Wordsworth, Felicia Hemans, H. W. Longfellow, Alfred Lord Tennyson, Edgar Allan Poe, Walt Whitman, Ernest Hemingway, James Joyce. Since parodies require familiarity with their texts of origin, you will also need to read and prepare the respective source texts.

Requirements: HS: Preparation of texts, regular attendance, oral presentation, research paper (5000-5500 words). PS III: Preparation of texts, oral presentation, final oral exam (10-15 mins.)

Please register by writing to: margit.peterfy@as.uni-heidelberg.de

Texts: Text: A Course Reader will be available in the ‘Copy Corner’ by the beginning of the semester. You should additionally familiarize yourself with Shakespeare's tragedies Othello and Hamlet.

Economy of Prestige: The Nobel Prize in Recent Literature

Prof. Dr. G. Leypoldt    Tue, 4:15 - 5:45, 112

Prize Committees always seem to get it wrong, prompting the charge of profound irrelevance (“Readers Don't Need the Nobel Prize in Literature,” The Atlantic Monthly declared in 2018). And yet, the intricate system of prizes in our literary culture shapes author's careers as well as publisher's portfolios and commercial sales. Literary prestige seems to remain an important factor in the way readers and writers orient themselves within cultural production. This seminar will approach the logic of literary prizes by looking at recent debates around the Nobel of literature. We will focus on such recent laureates as Patrick Modiano (2012), Alice Munro (2013), Bob Dylan (2015), Kazuo Ishiguro (2017) and Peter Handke (2019). While our emphasis will lie on the critical debate, we will also read widely among Nobel prizewinning works to get a sense of what has counted as prizeworthy writing in the past few years.
Proseminare

A preliminary list from which to choose a manageable syllabus could include (but need not be limited to) Alice Munro’s *Hateship, Courtship, Loveship, Marriage* (2002), Ishiguro's *Never Let Me Go* (2005), Patrick Modiano's *Rue des Boutiques obscures* (1978, transl. *Missing Person*), and a few of Peter Handke's shorter tales, for example, *Wunschloses Unglück* (1972, transl. *A Sorrow Beyond Dreams: A Life Story*); *Der kurze Brief zum langen Abschied* (1972, transl. *Short Letter, Long Farewell*); *Die Lehre der Sainte-Victoire* (1984, transl. *The Lesson of Mont Sainte-Victoire*), and *Don Juan (erzählt von ihm selbst)* (2006, transl. *Don Juan, His Own Version*). Participants are welcome to suggest further reading (we will agree on a final syllabus by the end of February).

Participants can register by sending an email to leypoldt@as.uni-heidelberg.de by 15.02.2020

Magical Realism/Realismo Mágico

Prof. Dres. Folger/Leypoldt

Thu, 11:15 - 12:45, 114

Prof. Dr. Robert Folger/Prof. Dr. Günter Leypoldt

This seminar deals with “magical realism,” a literary mode that in the post-45 period offered new ways to combine socially critical realism with the fantastic. We will begin by reading Alejo Carpentier's seminal *The Kingdom of this World* (1949), the first reflected manifestation of the Marvellous Real (*Real Maravilloso*), followed by Gabriel García Márquez’ *One Hundred Years of Solitude* (1967), the novel that gave magical realism international visibility. We will also trace the poetics of magical realism in two US-Hispanic works. Rudolfo Anaya's *Bless Me, Ultima* (1972), a coming-of-age novel about the Chicano experience in the borderland of the US and Mexico, shows how magical realism was used to frame the problem of hybrid identity that has shaped the diaspora experience. Juno Diaz’ *The Brief Wondrous Life of Oscar Wao* (2007) - a family saga that combines a political history of the Dominican Republic with the life of Latino immigrants in New Jersey - shows how magical realism can be revitalized with leanings from genre fiction and references to comics and fantasy.

Registration: you can register by sending an email to leypoldt@as.uni-heidelberg.de by 15.02.2020.

Texts: Please acquire and read before the beginning of the term the following texts (in any edition):

Alejo Carpentier, *The Kingdom of this World* (1949)
Gabriel García Márquez, *One Hundred Years of Solitude* (1967)
Rudolfo Anaya's *Bless Me, Ultima* (1972)
Enlightenment philosophers have taught us not to take anything on trust and to subject everything to the test of critical rationality. However, social thinkers and psychologists in our own time have pointed out that trust is the very foundation of human activity and that the processes in all spheres of life - society, politics, economy, private life - vitally depend on it. How can modern democracies function considering these conflicting impulses of suspicion and trust?

The writers of the American Renaissance were deeply concerned with this question. In stories such as “Young Goodman Brown” or “My Kinsman, Major Molineux”, Hawthorne dramatizes the crisis that occurs when human beings lose trust in their world, and shows how they are at risk of becoming dysfunctional. Melville’s novel, *The Confidence Man* (which we will read in excerpts) provides a view of American society as being caught in a limbo between trust and suspicion, while Emerson’s transcendentalism can be seen as a philosophy that attempts to rebuild trust under the conditions of modern skepticism. Novels such as Theodore Dreiser's *Sister Carrie* (1905) Richard Wright's *Native Son* (1941) and Dave Eggers’ *The Circle* (2013) provide more recent contributions to the literary debate concerning social trust. We will read these texts in conjunction with essays by contemporary social theorists such as Antony Giddens, Niklas Luhmann, Francis Fukuyama, and Martin Hartmann, in the hope of gaining some interesting insights into the precarious emotional foundations of modern democracy. Students with a background in sociology or political science are particularly welcome.

**Texts:** The texts by Nathaniel Hawthorne and Ralph Waldo Emerson can be found in Robert S. Levine (ed.), *The Norton Anthology of American Literature*, Volume B. Dreiser’s *Sister Carrie* is available in a Norton Critical Edition; Wright’s *Native Son* (Vintage Classics) and Eggers’ *The Circle* (Penguin) have come out in inexpensive paperback editions. Additional readings will be made available on Moodle.
Proseminare

Shakespeare: Tragedies

Prof. Dr. P. Schnierer           Thu, 4:15 - 5:45, 122

In this seminar we will analyse and interpret four plays that for interesting reasons are at the very core of many reading lists. Thus, questions of canonicity, universality and popularity will have to be addressed. A second focus will be placed on issues of performance and theatricality. The five plays to be acquired (Arden editions) and read before the beginning of term are: Romeo and Juliet (ca. 1595), Julius Caesar (1599), Hamlet (ca. 1601), King Lear (ca. 1603) and Macbeth (ca. 1606). The seminar will be conducted in English, as always. Registration is open from the moment you see this. There are three steps: (1) Send a mail to me at pps@urz.uni-heidelberg.de, stating your interest in the seminar. (2) Re-affirm, by email and only once asked to do so, your willingness to attend, and suggest one additional play. Justify your suggestion on not more than one page. (3) Attend the first meeting or make your apologies in advance. The other requirements are: one presentation of sorts, one written term paper, regular attendance, and active participation. Registration is open now.

First Century of US-American Drama

Priv.-Doz. Dr. M. Peterfy           Thu, 2:15 - 3:45, 115

In this course, we will look at the development of a national American theatre, starting with plays from the Early Republic, such as Royall Tyler's The Contrast (1787), and from there moving through the long 19th century. We will read some examples of so-called “Indian Plays”, but also a comedy of manners (Fashion, by Anna Cora Mowatt) and melodramas by Dion Boucicault and Augustin Daly. Popular theater and the so-called “show business” will be represented by burlesques (literary parodies), temperance plays and other, shorter genres. We will finish our survey with plays by Clyde Fitch, James A. Herne, and William Vaughn Moody.

A reader with all the texts will be available at the “Copy Corner” as of the beginning of April

PS III: Class participation, oral presentation, oral exam (10-15 mins.)

Please register per email: margit.peterfy@as.uni-heidelberg.de
6 Hauptseminare

6.1 Hauptseminare Sprachwissenschaft

Linguistic Analysis

Dr. M. Isermann  
Tue, 4:15 - 5:45, 115

Description see page 29.

English Phraseology

Dr. J. Landmann  
Wed, 2:15 - 3:45, 108

This seminar will concentrate on one of the most fascinating aspects of language: phraseology. Comprising phrases and idioms such as, for instance, *to let the cat out of the bag* or *to have butterflies in your stomach*, phraseological units may render a speech or a piece of writing more expressive, vivid and picturesque. Due to their often unpredictable meanings and their implications, these items are considered problematic, especially for learners of English as a foreign language.

The aim of this seminar is to give students a rounded picture of the inventory of idioms and phrases commonly used in English. Participants will be introduced to the most essential theoretical approaches to phraseology as a linguistic discipline. The focus of this course will be on the functions of phraseological units in discourse. In addition, we will look at the insights these units may provide into the history of a speech community and its culture.


Time travel: exploring the early stages of the development of the English language  
(BLOCKSEMINAR)

C. Watts  
Sat, 18.07., 9:30 - 12:00; Sun, 19.07., 10:00 - 1:00, 2:00 - 5:00; Mon, 20.07., 1:00 - 7:00; Tue, 21.07., 1:00 - 7:00; Wed, 22.07., 1:00 - 7:00; Raum: s. Online KVV

This Hauptseminar/PS III considers the development of the English language from Old English, via Middle English through to Early Modern English by exploring selected works from each of these time periods. Our linguistic and cultural journey will include selected texts by Chaucer and Shakespeare amongst others, as well as a detailed analysis of parts of the Old English poem Beowulf. No prior knowledge of the early stages of the English language is expected and all texts are provided.

Register via email: catherinewatts885@gmail.com
Hauptseminare

Research Seminar on Pop Song Pronunciation
Priv.-Doz. Dr. S. Mollin  Wed, 9:15 - 10:45, 113
Description see page 29.

Cool Words - Recent Trends in Word-Formation
Dr. M. Isermann  Thu, 9:15 - 10:45, 114
Description see page 30.

Models of Communication and Interaction
Priv.-Doz. Dr. N. Nesselhauf  Wed, 11:15 - 12:45, 115
Description see page 31.

6.2 Hauptseminar Literaturwissenschaft

Explaining America: Readings in American Culture, Society, and Politics
Prof. Dr. Dietmar Schloss / Dr. habil. Martin Thunert  Wed, 11:15 - 12:45, HCA Oculus
Description see page 32.

Narrative Ways of Worldmaking
Prof. Dr. V. Nünning  Wed, 11:15 - 12:45, 122
Description see page 32.

Parodies and Intermedial Adaptations of 'Literary Classics'
Priv.-Doz. Dr. M. Peterfy  Thu, 9:15 - 10:45, 108
Description see page 33.

Economy of Prestige: The Nobel Prize in Recent Literature
Prof. Dr. G. Leypoldt  Tue, 4:15 - 5:45, 112
Description see page 33.
Magical Realism/Realismo Mágico
Prof. Dres. Folger/Leypoldt    Thu, 11:15 - 12:45, 114
Description see page 34.

Trust and Suspicion: American Literature and the Emotional Foundations of Democracy
Prof. Dr. D. Schloss    Tue, 2:15 - 3:45, 108
Description see page 35.

Shakespeare: Tragedies
Prof. Dr. P. Schnierer    Thu, 4:15 - 5:45, 122
Description see page 36.

First Century of US-American Drama
Priv.-Doz. Dr. M. Peterfy    Thu, 2:15 - 3:45, 115
Description see page 36.

7 Kolloquien
7.1 Kolloquien
Examenskolloquium
Priv.-Doz. Dr. N. Nesselhauf    Mon, 9:30 - 11:00, 112

This course intends to assist students in preparing for the final oral exam in their course of studies (both Staatsexamen and Master degrees). We will discuss the choice of suitable topics and literature and revise basic linguistic knowledge. In addition, we will cover some of the areas of specialization of the participants and practice possible exam questions.

To register, please send an email to Nadja.Nesselhauf@ urz.uni-heidelberg.de. Priority will be given to those students who are registered for the oral exam with me in the following semester (in this case, no separate registration for this course is necessary).
**Kolloquien**

**Examenskolloquium**

Dr. M. Isermann  
Mon, 6:15 - 7:00, 114

Das Kolloquium dient der Vorbereitung auf mündliche Prüfungen im Staatsexamen bzw. Masterstudiengängen.

**Research Colloquium**

Prof. Dr. S. Kleinke  
Wed, 6:15 – 7:45, 108

This seminar is aimed at students at the end of their *Hauptstudium* who are planning to write a *BA-, Master-, Staatsexamens- or Magisterarbeit* in English (or those who have already started to work on a project). It offers writers of theses and dissertations a forum for presentation and discussion of their work-in-progress. In addition, we will be looking at how linguistic projects are best organized and discuss current research issues including both methodological and theoretical concerns wherever possible.

Please register for this class during my office hours and via email at anmeldung.kleinke@as.uni-heidelberg.de as well as sonja.kleinke@as.uni-heidelberg.de (please send your email to both addresses).

**Texts:** A detailed seminar plan will be provided before the first session via e-mail.

**Exam Colloquium**

Prof. Dr. S. Kleinke  
Thu, 11:15 – 12:45, 110

Die Veranstaltung wendet sich an Studierende des Hauptstudiums und vor allem an Examenskandidaten (Staatsexamen, Master, Bachelor). Sie gibt ihnen Unterstützung bei der Auswahl und Vorbereitung von Wahlgebieten für das Examen. Im ersten Teil jeder Sitzung werden überblicksartig die einzelnen Teilbereiche der Linguistik dargestellt und diskutiert. Im Anschluss daran werden jeweils Fragen beantwortet, die in Examina vorkommen könnten, und entsprechende Übungsaufgaben gelöst. Die jeweiligen Übungen und Aufgaben sind für jede Sitzung vorzubereiten.

Anmeldung für das Kolloquium über E-mail: anmeldung.kleinke@as.uni-heidelberg.de

(Zur Anschaffung empfohlen).

Weitere Literaturhinweise in der ersten Sitzung.

40
Colloquium for Exam Candidates

Priv.-Doz. Dr. S. Mollin  Thu, 9:15 - 10:45, 113

Exam candidates for state examination as well as M.A. degrees are invited to join the colloquium, in which we will revise key topics in English linguistics and discuss exam formalities and study strategies. All participants are expected to come to sessions prepared and to give a short presentation summarizing one topic. The colloquium will take place every other week.

To register, please send an e-mail to sandra.mollin@as.uni-heidelberg.de

Colloquium: Recent Trends in US Literary and Cultural Theory

Prof. Dr. G. Leypoldt  Thu, 4:15 - 5:45, 114

This colloquium is intended for aspiring post-graduate students and will serve as a forum for presenting and discussing research projects and debating project-related problems of literary and cultural theory. M.A. students looking for Independent Studies projects are very welcome. The list of readings will be announced in the first session. If you're interested, let me know per email to leypoldt@as.uni-heidelberg.de by 15.02.2020

8 Oberseminare
8.1 Oberseminar Literaturwissenschaft

Oberseminar

Prof. Dr. V. Nünning  Tue, 2:00 - 4:00, 114

This seminar is intended for doctoral students focusing on English and American 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.

Dieses Seminar richtet sich an Doktorandinnen und Doktoranden der anglistischen und amerikanistischen Literaturwissenschaft. Im Mittelpunkt stehen die Diskussion grundlegender Probleme, die sich beim Verfassen einer literaturwissenschaftlichen Dissertation ergeben, sowie ausgewählte Theorien (etwa feministische Narratologie) und Themen. Eine persönliche Anmeldung in meiner Sprechstunde ist erforderlich.
Games, whether they are video games or not, are not just highly entertaining and motivating, but they can also be fruitfully used in various educational settings such as the language classroom. Therefore, in this course, we will be looking at different types of games and game mechanisms in the context of (foreign) language teaching.

After familiarizing ourselves with some core concepts, we will discuss and practically explore various gaming platforms (including mobile devices, smartboards, and virtual reality) as well as a variety of both traditional and electronic games. Afterward, we will explore two core approaches to using games and game mechanisms in educational settings: Game-Based Learning (using actual games for learning and teaching) and Gamification (using game elements and mechanisms for learning and teaching).

Since many games offer complex and highly intriguing narratives, we will consider games not just from the perspective of language learning, but also from the perspectives of teaching literature, media, and intercultural (communicative) competencies.

Since this course is targeted towards less experienced students, we will also explore and discuss the fundamentals of modern foreign language teaching (Fremdsprachendidaktik) while looking at Gamification and Game-Based Learning.

Die Lehrveranstaltung ist ein Angebot der Heidelberg School of Education (HSE) und ist geöffnet für Studierende der Universität und der Pädagogischen Hochschule Heidelberg. Die Anmeldung der Studierenden der PH erfolgt über Stud.IP oder per E-Mail.
Fachdidaktik im BA: Erste Semesterhälfte

S. Wesch  
Mon, 9:15 - 10:45, 115

Der Kurs verfolgt die Vermittlung curricularer Grundlagen des Englisch-Unterrichts am Gymnasium. Hierbei stehen der Bildungsplan 2016 und die darin ausgewiesenen Leitperspektiven im Zentrum, wobei die Bildungsstandards der Kultusministerkonferenz sowie der Gemeinsame Europäische Referenzrahmen für Sprachen als Basis für modernen Fremdsprachenunterricht ebenfalls behandelt werden.

Die Qualifikationsziele sind die Sensibilisierung für zentrale fachdidaktische Fragestellungen sowie die Kenntnis theoretischer Grundlagen eines kompetenzorientierten und kommunikativen Fremdsprachenunterrichts.

Erwartet werden regelmäßige Anwesenheit, aktive Teilnahme, eine schriftliche Reflexion am Ende des Kurses.

Der Kurs umfasst 6 Sitzungen, die an folgenden Terminen in der ersten Semesterhälfte, stattfinden:

27.4., 4.5., 11.5., 18.5., 25.5., 15.6.

Fachdidaktik im BA: Erste Semesterhälfte

S. Wesch  
Mon, 11:15 - 12:45, 116

Der Kurs verfolgt die Vermittlung curricularer Grundlagen des Englisch-Unterrichts am Gymnasium. Hierbei stehen der Bildungsplan 2016 und die darin ausgewiesenen Leitperspektiven im Zentrum, wobei die Bildungsstandards der Kultusministerkonferenz sowie der Gemeinsame Europäische Referenzrahmen für Sprachen als Basis für modernen Fremdsprachenunterricht ebenfalls behandelt werden.

Die Qualifikationsziele sind die Sensibilisierung für zentrale fachdidaktische Fragestellungen sowie die Kenntnis theoretischer Grundlagen eines kompetenzorientierten und kommunikativen Fremdsprachenunterrichts.

Erwartet werden regelmäßige Anwesenheit, aktive Teilnahme, eine schriftliche Reflexion am Ende des Kurses.

Der Kurs umfasst 6 Sitzungen, die an folgenden Terminen stattfinden:

27.4., 4.5., 11.5., 18.5., 25.5., 15.6.
Specialized Didactics
S. Wesch
Mon, 9:15 - 10:45, 115

Der Kurs verfolgt die Vermittlung curricularer Grundlagen des Englisch-Unterrichts am Gymnasium. Hierbei stehen der Bildungsplan 2016 und die darin ausgewiesenen Leitperspektiven im Zentrum, wobei die Bildungsstandards der Kultusministerkonferenz sowie der Gemeinsame Europäische Referenzrahmen für Sprachen als Basis für modernen Fremdsprachenunterricht ebenfalls behandelt werden.

Die Qualifikationsziele sind die Sensibilisierung für zentrale fachdidaktische Fragestellungen sowie die Kenntnis theoretischer Grundlagen eines kompetenzorientierten und kommunikativen Fremdsprachenunterrichts.

Erwartet werden regelmäßige Anwesenheit, aktive Teilnahme, eine schriftliche Reflexion am Ende des Kurses.

Der Kurs umfasst 6 Sitzungen, die an folgenden Terminen stattfinden: 22.6., 29.6., 6.7., 13.7., 20.7., 27.7.

Specialized Didactics
S. Wesch
Mon, 11:15 - 12:45, 116

Der Kurs verfolgt die Vermittlung curricularer Grundlagen des Englisch-Unterrichts am Gymnasium. Hierbei stehen der Bildungsplan 2016 und die darin ausgewiesenen Leitperspektiven im Zentrum, wobei die Bildungsstandards der Kultusministerkonferenz sowie der Gemeinsame Europäische Referenzrahmen für Sprachen als Basis für modernen Fremdsprachenunterricht ebenfalls behandelt werden.

Die Qualifikationsziele sind die Sensibilisierung für zentrale fachdidaktische Fragestellungen sowie die Kenntnis theoretischer Grundlagen eines kompetenzorientierten und kommunikativen Fremdsprachenunterrichts.

Erwartet werden regelmäßige Anwesenheit, aktive Teilnahme, eine schriftliche Reflexion am Ende des Kurses.

Der Kurs umfasst 6 Sitzungen, die an folgenden Terminen in der zweiten Semesterhälfte, stattfinden: 22.6., 29.6., 6.7., 13.7., 20.7., 27.7.
9.2 Fachdidaktik 1 im M.Ed.

Didactics & Methodology I (Master of Education)

S. Mußmann  
Mon, 9:15 - 10:45, 114

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

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

Requirements: active participation & term paper

9.3 Fachdidaktik 2 im M.Ed.

Working with literature – How to deal with Shakespeare at school

S. Mußmann  
Mon, 11:15 - 12:45, 114

Preliminary note: This course is part of a cooperation (‘Verschränkungsmodul’) with Prof. Schnierer's ‘Hauptseminar’ on Shakespeare. Hence, it is highly recommended to take this class (Didactics II, Master of Education) along with the ‘Hauptseminar’ on Shakespeare this semester.

Course description: After a general introduction and an overview of how to work with texts, we're going to pursue a practice-oriented approach and, based on methodological/didactic theories, look at how to teach literature and, specifically, Shakespeare at high school.

In this context, the main goals of our guidelines (“Bildungsplan” 2016), i.e. furthering students’ cultural & communicative competences, are taken into account.

Texts: Cf. Prof. Schnierer's ‘Hauptseminar’ on Shakespeare. Further material will be provided.

Registration: via e-mail to Susanne.Mussmann@seminar-heidelberg.de

Requirement: regular attendance, active participation & term paper
“Culture is nailed into you so deep you can’t escape it” – Multicultural Young Adult Literature

Prof. Dr. A. Müller-Hartmann  Mon, 4:15 - 5:45, 108

For a long time the study of literary texts in the English foreign language classroom has been dominated by a rather restricted canon focussing on books such as Catcher in the Rye or Lord of the Flies. Young adult literature is one viable alternative to traditional literary texts, and it presents a welcome change to textbook work in classes 8 through 10. During the last years a large number of young adult novels has been published that deal with all kinds of issues teenagers are confronted with nowadays. Apart from getting an introduction and a historical overview to this field of literary studies we also want to explore why and how books for young people could and should be used in the EFL-classroom. We will deal with questions of language level, contents, and methodology, such as: • Which texts (language/content-wise) can be used in an English language classroom in Germany? • Which tasks are helpful in working with young adult novels? • How can we combine the reading of literary texts with cultural studies? The young adult texts we are going to read during this seminar will be provided. Task: For your task you will need to familiarize yourself with the English/American young adult novels we have got in the library of the new PH. Browse through the books, choose one that catches your interest, read the first four or five chapters (or the whole book if you like ☐), and then make two suggestions of how you would start teaching this novel. What kinds of tasks would you design for your class before the class is actually starting to read the novel. Please send your task to my e-mail account (Andreas.Mueller-Hartmann@ph-heidelberg.de) by March 31st, 2020 How to sign up for this class: Students wishing to participate in this class must sign up using stud.ip. Once your name appears on the attendance list, you need to start working on your preliminary task (see above) and hand it in by March 31st, 2020.

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

Prof. Dr. A. Müller-Hartmann  Tue, 4:15 - 5:45, 108

In contrast to the traditional concept of “Landeskunde”, which implied the study of official figures and institutions, and which cultivates the idea of a holistic culture in a self-affirmative and often ethnocentric way, teaching Cultural Studies involves learning to see the target culture as a complex and diverse entity. This involves focussing on everyday aspects of the culture in question such as popular culture. Cultural Studies pursues an interdisciplinary approach that allows the development of a critical stance in order to confront cultural stereotypes. At the same time teaching Cultural Studies is a communicative process that aims at questioning the students’ own stereotypes, thus, hopefully facilitating intercultural learning. “Why
are you so critical? Wasn’t anything fun?” This comment by a listener confronting a conference panel on Disney World, highlights the difficulty of dealing with popular culture in the English language classroom. By using the Walt Disney Company and its various products - from animated cartoons through comic books to theme parks as a magnifying glass to look at the U.S.A., we will try to get a better understanding of how American history and myth interrelate - of the role of women and ethnic groups in American society - of America’s relationship to the rest of the world A bibliography and a course plan will be provided in the first session. Taking part in the class will involve the watching of 2-3 movies in addition to regular class time.

Task: Please, write a comment about your own experience with Disney products. Which films, cartoons have you watched, which comics read, which products bought? Did you like what you have seen or read? Why/Why not? Make a suggestion for one of those products as to what you would do with it in the English language classroom. How to sign up for this class: Students wishing to participate in this class must sign up using stud.ip. Once your name appears on the attendance list, you need to start working on your preliminary task (see above) and hand it in by March 31st, 2020.

A task is a task is a task? – Developing Task-Supported Language Learning (Secondary Level)

Prof. Dr. A. Müller-Hartmann  Thu, 4:15 - 5:45, 113

TASK-supported language learning and teaching (TSLL) is an approach to the design of language courses in which the point of departure is not an ordered list of linguistic items, but a collection of tasks. Tasks provide a meaningful purpose for the use and learning of language other than simply learning language items for their own sake. TSLL is not only one of the major approaches to language teaching worldwide it is also the approach which has been researched the most during the last 20 years. In the seminar we will look at: different concepts of task in language teaching and learning, research into language teaching and consequences for task design, different practical approaches to task-based teaching. The seminar will integrate a discussion of theoretical concepts and practical ways of working along the lines of the task-based approach. We will look at video data from different language classrooms to understand the process of TSLL. This class is especially well-suited as a preparation for the ISP. This seminar will also integrate a short telecollaborative project (five weeks) with American M.A. students who also study German as a foreign language. The focus of this exchange will be on the central competence cluster of foreign language learning, intercultural communicative competence (ICC). The number of places in the seminar is restricted due to the number of places in the computer room. Hence it would be important to sign up asap and then send in your task (see below) to: Andreas.Mueller-Hartmann@ph-heidelberg.de. Credit requirements: active participation, working on tasks with American partners in a telecollaborative project, ongoing reading tasks to prepare sessions, analyzing tasks in EFL textbooks.
Material for the class: You will need to buy the following book for this class before the first session of the class: Andreas Müller-Hartmann & Marita Schocker-von-Ditfurth (2011). Teaching English: Task-Supported Language Learning. Stuttgart: UTB (22,90 €). Task: Please copy the storybook “The Gruffalo” (You find it in Frau Holweck’s office A115. You can also order it via www.amazon.de) and develop 7-10 tasks for teaching the story. Please send your tasks to my e-mail account (Andreas.Mueller-Hartmann@ph-heidelberg.de). How to sign up for this class: Students wishing to participate in this class must sign up using stud.ip. Once your name appears on the attendance list, you need to start working on your preliminary task (see above) and hand it in by March 31st, 2020.

9.4 Fachdidaktik 3 im M.Ed.

Fachdidaktik 3 im Master of Education

S. Wesch 14 Juli 2020, 9:30-2:00 plus ein weiterer Termin: Weitere Details folgen, Raum: n:n:

10 Sprachpraxis

10.1 Tense and Aspect

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

K. Pfister Tue, 9:15 - 10:45, 113
K. Pfister Tue, 11:15 - 12:45, 115

10.2 Structure and Idiom

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

B. Gaston Tue, 9:15 - 10:45, 115
D. O’Brien Tue, 4:15 - 5:45, 122
B. Gaston Mon, 11:15 - 12:45, 122
D. O’Brien Thu, 11:15 - 12:45, 116
10.3 Academic Essay Writing

Dr. S. Föhr  
Tue, 11:15 - 12:45, 112

The aim of this course is to help you develop your ability to write convincing academic essays in English. It will cover Anglophone essay writing conventions, ways to approach different kinds of writing assignments, tools for structuring your papers, and proofreading and editing tips to help you polish your work.

10.4 Essential Skills for Writing

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

- K. Henn  
  Wed, 2:15 - 3:45, 122
- K. Henn  
  Wed, 4:15 - 5:45, 122
- D. O'Brien  
  Tue, 9:15 - 10:45, 116
- D. O'Brien  
  Thu, 9:15 - 10:45, 116
- K. Henn  
  Thu, 11:15 - 12:45, 112

10.5 Description and Narration

Translation into German

K. Gunkel  
Thu, 9:15 - 10:45, 110

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

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

K. Gunkel  
Fri, 9:15 - 10:45, 108

This course provides you with the tools necessary to translate a variety of literary texts in such a way that the German version produces as much of the spirit and effect on the German audience as the original does on the native English reader. You will learn the shortcomings of a word-by-word translation. Even sentences cannot be viewed in isolation from the paragraph, and the paragraph in turn is embedded in the text. Consequently, we will have to acknowledge these textual relationships and base our choices on a thorough literary and linguistic analysis of the original. Course requirements: a) steady attendance and active class participation (regular homework assignments to be handed in) b) an entry exam, a mid-term mock-exam, a final in-class translation and a group project.

10.6 Exposition and Argumentation

Formality and Concision

K. Henn  
Thu, 9:15 - 10:45, 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. The structure of the course is simple. Most weeks, we will be going through homework set the week before. Most of these homework exercises will involve summary writing or text analysis.

Summary writing: Your task is to reduce a text to 10-15% of its length without losing any important ideas. Assessment: an assignment to be completed outside class (50% of your grade).

Text analysis: This exercise requires you to draw conclusions about the message of a text, its intended readership, and the relationship between writer and reader, by conducting an analysis of the text's layout and language. Assessment: an in-class test (50% of your grade).

Prerequisites: BA English Studies: Tense and Aspect, Essential Skills for Writing, Structure and Idiom. This course is not appropriate for BA 25% students.
The Language of Newspapers

B. Gaston Mon, 2:15 - 3:45, 115

In this course we will be investigating, analysing and reproducing the various styles of English found in the whole range of British newspapers, from tabloids to broadsheets.

It is recommended that you have already attended Tense & Aspect and Essential Skills for Writing; at the very least you should be competent at the areas taught in those classes.

10.7 English in Use

Approaches to Writing

C. Burlingame-Goff Wed, 11:15 - 12:45, 112

This course provides an introduction to essential methods of research and writing. Step by step, students will be taken through the stages of writing a paper and finding a topic and a thesis, dealing with primary texts and secondary material, structuring an argument, writing down ideas in an adequate form and style and, finally, revising a paper.

10.8 Advanced English in Use

Formality and Concision

K. Henn Thu, 9:15 - 10:45, 122

Description see page 50.

Academic Essay Writing

Dr. S. Föhr Tue, 11:15 - 12:45, 112

Description see page 49.

The Language of Newspapers

B. Gaston Mon, 2:15 - 3:45, 115

Description see page 51.
10.9 Tense and Aspect for Repeat Students

Only students who have failed Tense and Aspect in a previous semester may register for this course. Students in the Repeat Course will be asked to approach the learning materials with more self-reliance than in the original course. They will be expected to review the Tense and Aspect handouts and formulate questions for class discussion as homework. Class work will then consist of in-depth discussion of typical mistakes and exam type exercises.

C. Burlingame-Goff  Tue, 9:15 - 10:45, 122
C. Burlingame-Goff  Tue, 11:15 - 12:45, 122
C. Burlingame-Goff  Tue, 2:15 - 3:45, 122

10.10 Structure and Idiom for Repeat Students

B. Gaston  Tue, 2:15 - 3:45, 112

10.11 Essential Skills for Writing for Repeat Students

Essential Skills for Writing for Repeat Students

Dr. S. Föhr  Wed, 9:15 - 10:45, 116

This course is only open to students who failed Essential Skills for Writing and need more support in paragraph writing.

The class is structured as a series of workshops on various aspects of paragraphing, such as finding a good topic sentence, organizing information logically and making connections between ideas explicit. You will be provided with several paragraphing
exercises each week in addition to worksheets focusing on specific problem areas. We will spend a substantial amount of each class period going over your homework and doing exercises, so it is important that you come to class prepared.

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

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

11 Ethisch-Philosophisches Grundstudium

11.1 Ethisch-philosoph. Grundlagenstudium II

Marlowe and Shakespeare

Dr. H. Grundmann Tue, 2:15 - 3:45, 116

Description see page 26.

12 Sonstiges

Debating Society

A. Al-Laham, D. Van der Merwe  Tue, 6:15 - 7:45, 115

“Debate is combat, but your weapons are words.” (The Great Debaters, 2007)

In the debating society we tackle social, environmental and political issues in the form of debates. You will learn how to properly structure a debate, rebut your fellow debaters’ arguments and form arguments of your own. Anyone, from any semester, who wishes to voice an opinion is welcome!

For further details, please contact:

abir.allaham@as.uni-heidelberg.de or daniellevdm@outlook.com

Creative Writing

P. Bews  Thu, 6:15 - 7:45, 112

For would-be members of the course: the class sessions generally depend on contact and discussion of texts with the others in the class. Since I am a computer-illiterate old fuddy-duddy I would ask anyone interested in taking part in the course to register with me by e-mail: peter.bews@as.uni-heidelberg.de

In preparation for when things get back to normal I would like to invite anyone and everyone to send me texts, which I will then correct the English of and send back to you, so that we will hopefully later be able to discuss the pieces in the group. For those requiring credit points I will expect regular contributions. All kinds of texts can be submitted: poems, short stories, play, or even film scripts.

Hoping we can meet safely and soon!