Ruprecht-Karls-Universität Heidelberg



Kommentierte Ankündigungen
Sommersemester 2007

Anglistisches Seminar
http://www.as.uni-hd.de

Die Kommentierten Ankündigungen enthalten Hinweise auf den Inhalt der einzelnen Vorlesungen, Seminare und Übungen des jeweiligen Semesters. Sie informieren außerdem über das Anmeldeverfahren, die Teilnahmevoraussetzungen und ggf. über die von Ihnen während der Semesterferien zu leistende Vorbereitung. Die erforderlichen Nachträge und Berichtigungen werden in den ersten Aprilwochen online bekanntgegeben. Bitte überprüfen Sie die Angaben zu Zeit und Ort der Lehrveranstaltungen auf der Homepage: http://www.as.uni-hd.de. Der Redaktionsschluß dieser Druckversion war der 21. Januar 2007 (Update dieser Version am 6.3.2007).

Als Reaktion auf die Verbesserungsvorschläge, die Studierende auf der Vollversammlung am 23. Oktober 2006 geäußert haben, wurde das Anmeldeverfahren geändert, es wurden (beinahe) lückenlos die übliche Veranstaltungszeiten eingehalten, und die Veranstaltungen so terminiert, dass es insbesondere für Studierende im ersten Semester und ExamenskandidatInnen keinerlei Überschneidungen mehr geben sollte. Falls Sie trotzdem Anlaß zur Kritik sehen, wenden Sie sich bitte an Heiko.Jakubzik@as.uni-heidelberg.de.

Themenschwerpunkt “Migration, Sprache und Literatur”

Das historisch faszinierende und gesellschaftspolitisch hochaktuelle Phänomen der Migration hat erhebliche Spuren in den kaum noch überschaubaren Varietäten der englischen Sprache ebenso wie in der Fülle der englischsprachigen Literaturen hinterlassen. Die Sprachwissenschaft beschäftigt sich seit längerem mit Problemen der Varietäten, des Sprachkontakts, des Zweitsprachenerwerbs sowie des Zusammenhangs von Sprache und Identität. Die Literaturwissenschaft hat sich dem Phänomen u.a. unter den Aspekten von Ethnizität, Kolonialismus und Postkolonialismus genähert; zu den New English Literatures kommt in neuerer Zeit die von Migranten im Mutterland des ehemaligen Empire produzierte Literatur hinzu. Wie bereits im WS 2006/2007 werden sich auch im SS 2007 eine Reihe von Vorlesungen und Seminaren mit diesem Themenkomplex befassen. Die entsprechenden Lehrveranstaltungen sind mit dem Stichwort “Migration” gekennzeichnet. Darüber hinaus wird in Verbindung mit dem Deutsch-Amerikanischen Institut eine Vortragsreihe stattfinden.

gez. Prof. Dr. Schulz

Termine und Fristen

Allg. Vorlesungsbeginn am Anglistischen Seminar:	Montag, 16. April 2007
Vorlesungsbeginn für Studierende im 1. Semester:	Dienstag, 17. April 2007

Ende der Vorlesungszeit:	Freitag, 27. Juli 2007
Orientierungseinheit für Studienanfänger:	Mittwoch, 11. April 2007
Anmeldefrist für höhere Semester:	18. März–29. März 2007
Anmeldefrist für Erstsemester:	2. April–12. April 2007

Wichtige Hinweise zum Anmeldeverfahren

Grundsätzlich wird zwischen zwei Anmeldeverfahren unterschieden:

1. Persönliche Anmeldung
2. Online-Formularanmeldung (“Kurswahl”)

Persönliche Anmeldung

Ab Erscheinen der *Kommentierten Ankündigungen* können Sie sich in den Sprechstunden der Kursleiterinnen und Kursleiter persönlich anmelden. Dieser Anmeldemodus gilt in der Regel für alle Seminare (Pro-, Haupt- und Oberseminare), Kolloquien und andere Kurse, die mit dem Vermerk “persönliche Anmeldung” gekennzeichnet sind.

Online-Formularanmeldung (“Kurswahl”)

Kurstypen mit diesem Anmeldemodus (Einführungsveranstaltungen und -tutorien, sprachpraktische Übungen, Fachdidaktik und Landeskunde) sind durch einen entsprechenden Hinweis (“Anmeldung per Online Formular”) gekennzeichnet.

Achtung: das Online-Anmeldeverfahren (“Kurswahl”) wird im Sommersemester 2007 geändert!

Änderung!
Ab jetzt gibt es
zwei Anmeldezeiträume!

Anmeldefristen: Die Anmeldung über “SignUp” erfolgt ab sofort auf Wunsch der Studierenden zu zwei getrennten Anmeldeperioden.

Der bisherige Zeitraum unmittelbar vor Vorlesungsbeginn erlaubt nur noch die Anmeldung für Kurse, die für Studierende im ersten Semester geeignet sind (Einführungsvorlesungen, Phonetik Begleitkurse und Grammar and Style I).

Zu allen anderen Kursen dieses Anmeldeverfahrens *muss man sich zwischen 18. und 29. März anmelden*. Danach ist zu diesen Kursen keine Anmeldung mehr möglich. Diese frühere Anmeldefrist wurde auf Wunsch der Studierenden mit dem Ziel eingeführt, bereits zu einem früheren Zeitpunkt zu erfahren, in welche Kurse sie eingewählt wurden.

Anmeldefrist	*Kurstyp*
18.3.-29.3.2007	Translation I
	Writing I
	Grammar and Style II
	Translation II
	Writing II
	Landeskunde
	Fachdidaktik
	(Advanced) English in Use
2.4.-12.4.2007	EV Sprachwissenschaft
	EV Literaturwissenschaft
	Phonetik Begleitkurse AE und BE
	Grammar and Style I

Wer zum Beispiel Grammar and Style I und Translation I belegen möchte, muss sich für beides getrennt anmelden: für Translation I zwischen 18. März und 29. März, und für Grammar and Style I zwischen 2. April und 12. April.

In der Regel sollte es darauf hinauslaufen, dass sich höhere Semester zur früheren Anmeldefrist anmelden können, und nur Studierende im ersten Semester bis nach der Orientierungseinheit warten müssen.

Am Tag nach Ablauf der Anmeldefrist werden die Listen mit den Kursen und ihren jeweiligen Teilnehmer/inne/n am Institut ausgehängt; außerdem können Sie in "SignUp" online einsehen, in welchen Kursen Sie einen Platz erhalten haben.

Regeln der Anmeldung: Auch die Regeln haben sich geändert. Es gibt keine Ablehnungen und keine Punktzahlbegrenzung mehr.

Sie müssen sich allerdings jetzt jeweils für mindestens zwei der angebotenen Kurse anmelden. Diese Regelung ist erforderlich, um eine gleichmäßige Verteilung der Studierenden auf alle Kurse und damit die bestmögliche Betreuung zu gewährleisten. Sie können sich auch zu mehr als zwei Kursen anmelden und erhöhen damit die Gleichmäßigkeit der Verteilung.

Ihre Kurswahl können (und müssen) Sie je nach Ihren Dispositionen priorisieren. Die Prioritäten können Sie mit den Zahlen 1 bis 9 gewichten. 1 ist die niedrigste, 9 die höchste Priorität. Gewichten Sie also den Kurs, der am ehesten Ihren Wünschen entspricht, mit 9 Punkten, und gewichten Sie die weiteren Kurse mit entsprechenden niedrigeren Prioritäten, den zweiten Kurs also mit 8, den dritten mit 7 etc.

Beispielsweise könnte Ihre Anmeldung zu Translation I so aussehen, wenn Sie lieber den Kurs am Montag besuchen möchten, aber auch am Donnerstag Zeit hätten:

Translation I, Shiels, Mo 14.15-15.45 9 Punkte

Translation I, Henn, Do 14.15-15.45 8 Punkte

Der Zeitpunkt der Anmeldung während der Anmeldefrist hat keinen Einfluß auf die Berücksichtigung Ihrer Wünsche. Wer sich sehr früh anmeldet, hat keine bessere Chance als jemand, der sich eher spät anmeldet. Während des Anmeldezeitraums können Sie Ihre Auswahl noch einmal einsehen und auch verändern. Nach Ende der Anmeldefrist ist dies nicht mehr möglich. Die Verteilung der Studierenden auf die Kurse erfolgt, soweit dies realisierbar ist, nach Ihren Wünschen. Besonders aussichtsreich ist übrigens die Wahl von Kursen, die montags oder freitags stattfinden.

Alle Studierenden benötigen für den Zugang zum eigenen SignUp-Konto den Nachnamen (erster Buchstabe groß!), die Matrikelnummer und das Passwort des URZ-Kontos. Der Zugang zu SignUp erfolgt über das Login: http://signup.uni-hd.de. (Wählen Sie dort "Studierende" und "Anglistik", dann "Login").

Alle Studierenden, die noch über kein Paßwort zu ihrem URZ-Konto verfügen, erhalten dieses auf der folgenden Webseite des Universitätsrechenzentrums: http://-web.urz.uni-heidelberg.de/AllgemeinInfo/ben-verw/stud-bi.html

Zur Anmeldung für die Teilnahme an einem Kurs wählen Sie in Ihrem "SignUp"-Konto die ab Beginn der Anmeldefrist freigeschaltete Leiste "Kursauswahl" am linken Rand unter den Leisten "LogOut", "Daten", "Leistungen" etc. Dort wählen Sie dann den jeweiligen Kurstyp, zum Beispiel "Writing II", "Begleitkurse Phonetik AE" etc. Das weitere Vorgehen erklärt sich von selbst.

Für Fragen und Probleme betreffend "SignUp" gibt es eine Hilfe-Funktion (Klick auf "Hilfe" in der oberen Zeile). Außerdem steht während der gesamten Anmeldezeiträume und am Tag der Veröffentlichung der Listen mit den Teilnehmer/innen ein Helpdesk zur Verfügung, den Sie per Email (Klick auf "Feedback") erreichen (geben Sie bitte Namen, Matrikelnummer und eine kurze Beschreibung des Problems an). Auch in der ersten Semesterwoche gibt es ausreichend Möglichkeit der Besprechung und Lösung individueller Probleme (s. Aushang).

Über eine Tauschbörse, die nach der Kursverteilung möglicherweise von der Fachschaft angeboten wird, informieren wir ggf. rechzeitig auf der Homepage und per Aushang.

Änderungen:

Insgesamt hat sich das Anmeldeverfahren also in den folgenden Punkten geändert:

1. Es gibt zwei Anmeldeperioden anstatt einer,

2. Ablehnungen gibt es nicht mehr; wenn Sie für einen best. Kurstyp angemeldet sind, bekommen Sie auch einen Platz,

3. Wenn Sie einen Kurstyp wählen, müssen Sie zumindest 2 Optionen wählen und priorisieren (siehe Bsp. Translation I Mo. und Do. oben),

4. Die Begrenzung auf 25 Punkte pro Anmeldung fällt ersatzlos weg.

Bitte informieren Sie sich auf der Homepage des Anglistischen Seminars über mögliche kurzfristige Änderungen.

Orientierungseinheit für Studienanfänger

Am Mittwoch, dem 11. April 2007 findet in Raum 108 des Anglistischen Seminars von 10 bis 18 Uhr eine Orientierungseinheit für Studienanfänger statt. Dieses eintägige Tutorium ermöglicht Studienanfängern einen erfolgreichen und reibungslosen Einstieg in das Studium am Anglistischen Seminar. Erfahrene Studierende höherer Semester bieten in kleineren Gruppen wertvolle Hilfestellung bei der Stundenplangestaltung, geben Tipps zur Organisation des Studienalltags und helfen bei einer ersten Orientierung im Seminar. Darüber hinaus bietet das Tutorium die Möglichkeit, sowohl Studierende als auch Lehrende in einem ungezwungenen Rahmen kennenzulernen. Für einen guten Start in das Studium wird die Teilnahme allen Studienanfängern dringend empfohlen.

gez. Carolyn Burmedi

Bitte informieren Sie sich über aktuelle Änderungen am Schwarzen Brett des Seminars bzw. im Internet unter http://www.as.uni-hd.de. Bei abweichenden Angaben in http://univis.uni-heidelberg.de bzw. http://lsf.uni-heidelberg.de sind immer die der Homepage Anglistik aktuell.

Textsatz: LaTeX (LyX 1.4.3).

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1 Vorlesungen

1.1 Vorlesungen Sprachwissenschaft

Introduction to English Linguistics

Prof. Hundt Mo 09.15-10.45 NUni HS 13 2st.

If you study English, you should at least be mildly (if not violently) in love with the English language. Being in love also means that you're curious about your object of love–and this lecture series will satisfy your curiosity. It will introduce you 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, socio- and psycholinguistics, and conclude with a survey of historical linguistics and the main developments from Old English to Present Day English.There will be an accompanying compulsory tutorial taught by advanced students where you learn about the basic tools and techniques linguists need for their trade, go over the main issues presented in the lecture and apply them in practical exercises. Anything left unclear in the lecture will hopefully be clarified in the tutorials, but I strongly encourage you to ask questions after the lectures. A reader with texts for the lecture class and tutorials will be provided at the beginning of term, materials from the lectures and exercises for the tutorials will be available via the internet, but you might want to obtain one of the textbooks listed below (they appear in alphabetical order, not in order of recommendation).

Texts: Laurel Brinton. 2000. *The Structure of Modern English: A Linguistic Introduction*. Amsterdam. John Benjamins, Stephan Gramley and Kurt-Michael Pätzold. ^{2}2004. *A Survey of Modern English*. London and New York: Routledge; Ernst Leisi und Christian Mair. ^{8}1999. *Das heutige Englisch: Wesenszüge und Probleme*. Heidelberg: Winter; Bernd Kortmann. 2005. *English Linguistics: Essentials*. Berlin: Cornelsen; Paul Georg Meyer et al. 2002. *Synchronic English Linguistics. An Introduction*. Tübingen: Gunter Narr Verlag; George Yule. ^{3}2006. *The Study of Language*. Cambridge: CUP.

Course Requirements: Regular attendance (lecture and tutorial), one assignment and a written exam.

First Course Meeting: 23 April.

Introduction to English Phonetics and Phonology

Dr. Mollin Mo 16.15-17.45 NUni HS 14 2st.

In its first part, the lecture will provide an introduction to the fields of phonetics and phonology in general. As a second step, we will then consider the sound system of the English language in particular. Here we will proceed from a detailed description of consonant and vowel phonemes to supra-segmental features of pronunciation. The reference accents in the description of English are the British and American standard accents (Received Pronunciation and General American,

respectively), while further accents of English will be alluded to when appropriate. Throughout the lecture, special attention will be paid to interferences that Germans experience when speaking English. Finally, the lecture will include a practical component concerned with the transcription of English texts.
In addition to the lecture, students also need to take a pronunciation class in the language lab (Begleitkurs Phonetik, AE or BE), preferably in the same semester. No registration is needed for the lecture, but sign up online for the Begleitkurs.

Texts: For both lecture and Begleitkurs, students need to obtain one of the following books (the first for British, the second for American pronunciation): Sauer, Walter 2006. *A Drillbook of English Phonetics. Third Edition.* Heidelberg: Winter. (or second edition); Sauer, Walter 2001. *American English Pronunciation: A Drillbook. Second Edition.* Heidelberg: Winter.
Furthermore, the following books are recommended for the lecture:
Collins, Beverley & Inger M. Mees 2003. *Practical Phonetics and Phonology.* London / New York: Routledge; Skandera, Paul & Peter Burleigh 2005. *A Manual of English Phonetics and Phonology.* Tübingen: Narr.

Scheinerwerb: Abschlussklausur

First Course Meeting: 23 April.

British-English Dialectology

Prof. Glauser	Mi 12.15-13.00	Heu II	2st.
	Do 12.15-13.00	NUni HS 110	

Between 1966 and 2000 more than 3,000 maps covering features of British English dialects were published, and there has been no indication that we might be at the end of this 'minor boom'. Introductions to English Dialectology date from 1972 (Wakelin, rev. 1977), 1980 (Petyt), 1980 (Chambers/Trudgill), 1983 (Francis). In view of this descrepancy between state of the art and textbook introductions, the present lecture course will provide an introduction that covers traditional dialectology as well as the more recent sociolinguistically- and systematically-minded approaches that see dialectology and the variation it deals with as at the centre rather than the periphery of linguistics.

Kein Schein/ No Credits

1.2 Vorlesungen Literaturwissenschaft

Einführung in Grundfragen der Literaturwissenschaft

Prof. Schöneich	Di 09.15-10.45	NUni Aula	2st.

Die erfolgreiche Teilnahme an der Einführungsvorlesung Literaturwissenschaft ist die Voraussetzung für die Aufnahme ins literaturwissenschaftliche Proseminar und zugleich Teil der sog. "Orientierungsprüfung". Die Vorlesung möchte eine Vorstellung davon vermitteln, was Literaturwissenschaft sein kann, und an die entsprechenden Arbeitsweisen heranführen. Dabei geht es

neben eher grundsätzlichen Fragen z.B. nach Literaturbegriff und Methode hauptsächlich um die textbezogene Analyse der drei literarischen Hauptgattungen Lyrik, Erzählprosa, Drama.
Die begleitenden Tutorien vermitteln die dazu nötigen Arbeitstechniken und den Umgang mit Hilfsmitteln (Benutzung von Nachschlagewerken, Bibliographien, Bibliotheken u.a.). Sie sollen außerdem bei der Bewältigung der Anfangsphase des Studiums helfen.
Die Vorlesung wird mit einer Klausur abgeschlossen. Zu den klausurrelevanten Primärtexten gehören Daniel Defoes *Robinson Crusoe* (ed. John Richetti, Penguin Classics) und Sean O'Caseys *The Plough and the Stars* (annotierte Ausgabe, ed. Christopher Murray, London: Faber). Zur vorbereitenden und begleitenden Lektüre empfohlen: Jochen Vogt. *Einladung zur Literaturwissenschaft.* 5. Aufl. München: UTB, 2006. Vera and Ansgar Nünning. *An Introduction to the Study of English and American Literature.* Stuttgart: Klett, 2004.
Hinweis: Die Tutorien, für die Sie sich online anmelden müssen, beginnen nach der ersten Vorlesung (also nach dem 17. April).

Scheinerwerb: regelmäßige Teilnahme, Abschlußklausur

20th Century British and Irish Drama

Prof. Schnierer Do 16.15-17.45 NUni HS 4 2st.

This course of lectures is designed for students at all levels. It will cover the history of drama and theatre in the British Isles from the first inklings of modernity in the Irish Renaissance to contemporary experiments. (If you are particularly interested in these, I recommend my Hauptseminar!) We will encounter the well-made plays of the Thirties and Forties, the angry, absurd or similarly avantgarde texts of the Fifties and beyond, the shocking performances of the late Sixties, and the rich variety of developments since then: political plays, musicals, feminist theatre, newly conventional plays, commercial money-spinners, in-yer-face shockers, "post-dramatic" theatre, gay and lesbian drama and everything in between.

Texts: A reader will be made available in the lectures, but as always your own reading is indispensable: try Synge, Coward, Beckett, Bond, Pinter, Churchill, Barker, Stoppard, Kane, McDonagh, Ravenhill...

Kein Schein/ No Credits

Die "Große Migration": Amerikanische Kolonialliteratur

Migration

Prof. Schulz Mo 11.15-12.45 NUni HS 15 2st.

Die amerikanische Literatur der Kolonialzeit (ca. 1620 bis 1770) mutet den heutigen Leser in vielfacher Hinsicht fremdartig an. Was interessieren uns etwa die schwer nachvollziehbaren religiösen Konflikte der Reformationszeit und des elisabethanischen und jakobäischen Englands, aus denen die frühen Kolonialgründungen hervorgingen? Andererseits bilden sich in den Kolonien trotz starker Abhängigkeit vom Mutterland bereits in dieser Phase Elemente einer spezifisch amerikanischen Tradition heraus, die nach wie vor aktuell sind. Die "Great Migration" von 1630,

der Exodus von fast tausend Puritanern, der zur Gründung der Massachusetts Bay Colony führte, markierte nicht nur einen physischen Abschied von der Alten Welt, sondern auch eine geistige Zäsur mit bis heute nachwirkenden Konsequenzen. Neben einem Überblick über Gattungen und Autoren – Geschichtswerke, Tagebücher, Autobiographien, Predigten, Lyrik – insbesondere im puritanischen Neuengland sollen einige für das amerikanische Selbstverständnis zentrale Mythen und Vorstellungen herausgearbeitet werden.

Beginn: April 23.

Literatur: *The Norton Anthology of American Literature*. Sixth Edition. Ed. N. Baym et al. Vol. A.

Kein Schein/ No Credits

Visions of America: Nineteenth Century

Prof. Schloss Mi 11.15-12.45 AS 108 2st.

America has never been just a geographical place; rather, it has also always been a focal point of visions and dreams. This is the second part of a three-semester lecture course examining the changing conceptions of America from the seventeenth century to the present. Based on close readings of selected literary and expository texts, the lectures will try to assess the social, political, and cultural roles of the various idealistic conceptions of America and the United States. Critics have given different reasons for the persistence of these idealisms: Some consider them ideologies (in the Marxist sense) masking self-interested economic practices. Others perceive them as instruments of modern nationalism; as these visions draw their readers into an imaginary identification with the nation state, they perform 'cultural work.' Still others view these idealistic visions as the outgrowth of a deep human need.In the first part of this lecture course (WS 2006/2007), we studied texts from the Colonial and Early National Periods. The second series of lectures will cover texts from the nineteenth and early twentieth centuries. Among the works to be analyzed are James Fenimore Cooper's *The Pioneers* (1823) , Ralph Waldo Emerson's "The American Scholar" (1837) and "Self-Reliance" (1841), Nathaniel Hawthorne's *The Scarlet Letter* (1850), Frederick Douglass's *Narrative of the Life of Frederick Douglass, an American Slave* (1845), Harriet Beecher Stowe's *Uncle Tom's Cabin* (1861/62), William Dean Howells's *The Rise of Silas Lapham* (1885) and F. Scott Fitzgerald's *The Great Gatsby* (1925). The following subjects will be discussed: "Republic and Frontier", "Visions of Spiritual and Material America", "Separate Spheres: Women's Visions", "A House Divided: Slavery and the Promise of America", "The Power of Blackness: The Artist's Vision", "Visions of 'Realists': Capitalism's American Dream".

Texts: *The Norton Anthology of American Literature*, ed. by Nina Baym et al. (Volume B of the 6th edition or Volume 1 of earlier editions). *The Pioneers*, *Uncle Tom's Cabin, Silas Lapham*, and *Gatsby* are available in inexpensive paperback editions.

Scheinerwerb: Schein nur in Ausnahmefällen (Erasmus)

Das englische Drama und Theater II: 17. und 18. Jahrhundert

Prof. Schäffner Do 11.15-12.45 AS 110 2st.

Die Vorlesung gibt einen Überblick über die Geschichte des englischen Dramas und Theaters im 17. und 18. Jahrhundert im Kontext der zentralen sozio-historischen, politischen und kulturellen Entwicklungen der Zeit.

Kein Schein/ No Credits

Endeavours in English linguistics, literature and culture studies.

Lecture Course of the PhD Students Di 14.15-15.45 AS 114 2st.

Do you want to get rid of the nagging fear that you're supposed to know so many texts but haven't quite got round to reading them all yet? Perhaps you've read a novel but haven't found anyone to discuss it with? Or you've come across an interesting-sounding linguistic concept and would like to learn more about it? The presentations that form this semester's series will continue to provide students of all levels with the most relevant aspects of major literary works and prominent fields of linguistic inquiry; at the same time, the doctoral students of the department will present their own projects. Topics for discussion and/or research questions are welcome at any time throughout the semester!

Kein Schein/ No Credits

2 Tutorien zu Einführungsvorlesungen

2.1 Tutorien EV Sprachwissenschaft

Anmeldung per Online-Formular erforderlich.

Vgl. Beschreibung der Vorlesung Sprachwissenschaft "Introduction to English Linguistics" (Leistungsnachweis Einführungsveranstaltung Sprachwissenschaft für die Orientierungsprüfung) auf Seite 3. N.B.: TutorInnen, Termine und Räume standen bei Redaktionsschluß noch nicht fest. Bitte informieren Sie sich am Schwarzen Brett oder im Internet unter http://www.as.uni-hd.de.

2.2 Tutorien EV Literaturwissenschaft

Anmeldung per Online-Formular erforderlich.

Die begleitenden Tutorien zur Vorlesung "Einführung in die Grundfragen der Literaturwissenschaft" (Leistungsnachweis Einführungsveranstaltung Literaturwissenschaft für die Orientierungsprüfung, Beschreibung vgl. Seite 4) vermitteln die nötigen Arbeitstechniken und den Umgang mit Hilfsmitteln (Benutzung von Nachschlagewerken, Bibliographien, Bibliotheken u.a.). Sie sollen

außerdem bei der Bewältigung der Anfangsphase des Studiums helfen. N.B.: Termine, TutorInnen und Räume standen zu Redaktionsschluß noch nicht fest. Bitte informieren Sie sich am Schwarzen Brett oder im Internet unter http://www.as.uni-hd.de.

3 Proseminare

3.1 Proseminare I Sprachwissenschaft

Contrastive Linguistics

Dr. Mollin Di 16.15-17.45 AS 116 2st.

Contrastive Linguistics (as the name says) is concerned with the comparison of languages. We will approach the theoretical background to such comparisons, including language typology and Universal Grammar, but also look at the history of contrastive linguistics. Most importantly, however, we will dedicate our class time to a systematic comparison of English and German in such diverse areas as phonology, lexicon, grammar, pragmatics and text organization. As non-native speakers (and, in many cases, future teachers) of English we will thus find how English and German are different, how differences can be accounted for and how interference can be avoided. A further topic that we will explore along the way will therefore be language acquisition: how first and second languages are acquired.

Registration: Sign up on the list outside office 321.

Texts: Mair, Christian. 1995. *Englisch für Anglisten.* Tübingen: Stauffenburg.

Course Requirements: Active participation in class, an oral presentation, a number of small assignments, and a term paper.

Languages of Scotland

Anne Hoyer Mi 09.15-10.45 AS 114 2st.

The seminar deals with interrelations of Scottish English, Scots and Gaelic. We will look at the sociolinguistic status of the varieties, their study by scholars as well as their representation in films, comics, novels and the internet.

Registration: please send an e-mail to: hoyer@as.uni-heidelberg.de

Texts: Jones, Charles 2002. *The English Language in Scotland: An Introduction to Scots*. East Linton: Tuckwell.

Course Requirements: Oral presentation and written paper

Classics in Generative Grammar II: Aspects of the Theory of Syntax

Dr. Schiffmann Fr 14.15-15.45 AS 113 2st.

In the Winter Semester 2006/07, my seminar Universal Grammar I dealt with Noam Chomsky's classic 1957 book *Syntactic Structures,* a work that kind of inaugurated the field in modern linguistics called generative grammar (GG). As I write (Dec. 31, 2006), this seminar has gone surprisingly well, showing that reading original linguistic texts by modern masters of science like Chomsky is not too difficult a task for students at our Department. This encourages me to go on with Chomsky's next classic book, his 1965 "Aspects of the Theory of Syntax." Students wanting to participate would do well to timely get the book and have a look at the first chapter from time to time, as well as to consult the website www.chomsky.info for biographical material on Chomsky. If you don't understand everything you see in "Aspects" itself right away, don't be discouraged. We'll be dealing with all this in the seminar. To apply, send me an e-mail under mikschiff@t-online.de.

Texts: Noam Chomsky: *Aspects of the Theory of Syntax*, MIT Press, Cambridge 1965.

Course Requirements: Active participation, paper, term paper

In Search of a Window to the Human Mind: The Development of Chomsky's Generative Grammar

Dr. Schiffmann Fr 11.15-12.45 AS 113 2st.

Many people think the branch of modern lingustics called generative grammar (GG) and inseparably associated with the name of Noam Chomsky is some mysterious and complicated sort of algebra too difficult for ordinary people to understand. The book I'll be using for this seminar, John Lyons' book simply called *Chomsky*, shows that this is not so. Covering the development of Chomsky's theories from roughly 1955 to roughly 1990, it delineates the basic ideas in exemplary and clear manner, demonstrating why GG is an exciting topic for anyone interested in the workings of language and the human mind. This seminar is for beginners; no or very little linguistic knowledge is presupposed. It is important for participants to get the 3rd 1991 edition of the book since the earlier editions cover only earlier developments of GG. A xerox of that book will be available on demand at the Glaskasten from Jan. 12, 2007. To apply, send an e-mail to mikschiff@t-online.de.

Texts: John Lyons: *Chomsky*, 3rd edition, Fontana, London 1991.

Course Requirements: Regular participation, paper, term paper

Klassische Texte der Modernen Sprachwissenschaft

Dr. Isermann Do 09.15-10.45 AS 108 2st.

Anhand von Auszügen ‚klassischer' Texte aus erster Hand will das Seminar einen Überblick geben über die wichtigsten Ansätze sprachwissenschaftlicher Theoriebildung in den letzten 120 Jahren. Voraussichtlich werden folgende Autoren behandelt: Paul, Saussure, Trier, Whorf, Trubetzkoj, Bloomfield, Bühler, Tesnière, Jakobson, Daněs, Chomsky, Searle, Labov, Grice, Lakoff/Johnson. Die Seminarsprache richtet sich nach der Sprache des zu behandelnden Texts. Ein

Reader mit den zu behandelnden Texten wird zu Semesteranfang in der CopyCorner erhältlich sein. Wenn Sie sich für den Kurs anmelden wollen, tragen Sie sich bitte in die Liste an meiner Tür ein.

Literatur: Zur Vorbereitung und/oder zur Nachbereitung empfehle ich die Kapitel zum 19. und 20 Jahrhundert aus R.H. Robins: *A Short History of Linguistics* (4th Edition, 1997, Longman: New York).

Scheinerwerb: Voraussetzung für den Erwerb eines Leistungsnachweises sind: regelmäßige Teilnahme, Kurzvorstellung eines Autors oder (Teil-)Moderation einer Sitzung, kurze schriftl. Hausarbeit.

Contact Languages

Janna Zimmermann Di 16.15-17.45 AS 122 2st.

All languages show some effect of contact with other languages. This course will investigate why languages change and sometimes even die. Focus will then be on the most striking cases of contact languages: pidgins & creoles. We will discuss the different theories of pidgin & creole genesis and examine their life-cycles. A more general look at features shared by pidgins & creoles is followed by an in-depth study of one specific creole, namely Tok Pisin. Due to the influence of English, Tok Pisin (spoken in Papua New Guinea) is continually changing. We will contemplate the current linguistic situation in Papua New Guinea and the future of Tok Pisin in this contact situation.

Registration: In my office hours or via email (jannaz@web.de).

Texts: A reader containing all relevant texts will be provided at the beginning of the term.

Course Requirements: Regular attendance, active participation in class, oral presentation & term paper in English.

Bilingualism & L2 Acquisition / Learning

Janna Zimmermann Di 09.15-10.45 AS 116 2st.

"The investigation of the individual and societal phenomenon of bilingualism is one of the most interesting of all those areas of study that fall within the general area of language and society" (Peter Trudgill). In this course we will try to answer some of the following questions:

- How can bilingualism be defined?
- Which different types of bilingualism can be distinguished?
- Are bilinguals different from monolingual speakers?
- Do the two languages interfere with one another?

Many people learn one or more additional language(s). Does language *learning* differ from language *acquisition*? We will investigate some learner strategies, look at interlanguage systems and discuss what is meant by *interference*.

Registration: In my office hours or via email (jannaz@web.de).

Texts: A reader containing all relevant texts will be provided at the beginning of the term.

Course Requirements: Regular attendance, active participation in class, oral presentation & term paper in English.

Men talk, women talk

Anne Hoyer Do 11.15-12.45 AS 112 2st.

Jennifer Coates's books *Women Talk* (1996) and *Men Talk* (2003) analyses conversation patterns of women and men. The author explores the questions of how women and men use language to achieve femininity or masculinity. The seminar "Men talk, women talk" deals with the questions of whether language reveals the speakers' gender, what the mechanisms of stereotypes and attitudes to men's and women's talk are and what research has been done in the field.
To register please send an e-mail to: hoyer@as.uni-heidelberg.de

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

Course Requirements: Oral presentation and written term paper

3.2 Proseminare II Sprachwissenschaft

Die Entwicklung einsprachiger Wörterbücher vom 17. bis zum 20. Jahrhundert

Dr. Islinger Mi 16.15-17.45 AS 115 2st.

Das Seminar beschäftigt sich mit der Entwicklung von Theorie und Praxis der einsprachigen englischen Wörterbücher, die in ihrem sozio-historischen und sprachgeschichtlichen Kontext betrachtet werden. Wir untersuchen, inwiefern die Wörterbücher Reflexe auf Entwicklungen des Wortschatzes sind, welche Zielgruppen angesprochen werden sollen und welche sprachpolitische Funktion die "dictionaries" tragen. Darüber hinaus sollen Veränderungen im Umgang mit systematischen Kategorien der Wortschatzbetrachtung beobachtet werden: Wie werden Wortfelder gefasst, wie Definitionen erarbeitet, welche Etymologien werden geboten etc.

Es werden möglichst viele zeitgenössische Originaltexte analysiert, wie beispielsweise die Vorworte zu den unterschiedlichen Wörterbüchern und Auszüge aus den Wortlisten, die zum Großteil leicht über das Internet zugänglich sind.

Scheinvergabe: Ja

The History of English

Dr. Mollin Mo 11.15-12.45 AS 114 2st.

In this seminar we will not limit ourselves to a particular historical period of English, but rather attempt a diachronic overview from the very beginnings of the English language to what we call present-day English. Starting with the Indo-European origins of the language, we will consider its development in phonology, morphology, syntax and semantics through Old English, Middle English and Early Modern English, making reference also to the Standard English we know today. Furthermore, the social and cultural background to the changes of English will be taken into account.

Registration: Sign up on the list outside office 321.

Texts: A reader with relevant texts will be made available for purchase in the first session.

Course Requirements: This class requires extensive reading and active participation in group work. Further Schein requirements are a brief oral presentation, one assignment and the final exam.

Introduction to Old English

Anne Buschkühl Di 11.15-12.45 AS 116 2st.

When Angles, Saxons and Jutes reportedly arrived in England in 449 and brought with them the linguistic basis for Old English, few would have thought that their idiom would develop into what is today generally considered a global language. Apart from surveying the historical background of the Old English period, the main objective of this course is to translate simple contemporary texts of the time and to study various linguistic characteristics of Old English (amongst others phonology, morphology and vocabulary). Learning Old English is almost like learning a new language and therefore requires great interest and dedication. This course will mainly be taught in English, while the target language of translations will be German.

Registration: Please register via e-mail at anne.buschkuehl@urz.uni-heidelberg.de.

Texts: Brinton, Laurel J., and Arnovick, Leslie K. 2006. *The English Language. A Linguistic History*. Don Mills, Ont.: Oxford University Press. Chapters 4-7. (A master copy of these as well of a number of Old English texts will provided in a folder in the department library at the beginning of the summer semester.)

Course Requirements: Regular attendance, active participation, short presentation, translation assignment, final exam.

Einführung ins Mittelenglische

Priv.-Doz. Dr. Insley Mi 11.15-12.45 AS 116 2st.

Das Proseminar hat das Spätmittelenglische der Zeit um 1400 zum Gegenstand. Gleichzeitig wird ein geschichtlicher Überblick über die Entwicklung des Englischen zwischen ca. 1100 und ca. 1450 gegeben, wobei die wichtigsten Entwicklungen in den Bereichen Phonologie, Morphologie, Wortschatz und Syntax behandelt werden. Regionale Varietäten werden anhand von Textbeispielen exemplarisch dargestellt. Die historischen Faktoren, die die Gechichte des Mittelenglischen beinflussten, werden gebührend berücksichtigt. Als Textgrundlage dient der Prolog zu Chaucers *Canterbury Tales*, der ins Deutsche übersetzt und sprachlich analysiert wird. Anmeldung per email: ni0@ix.urz.uni-heidelberg.de und john.insley@t-online.de.

Literatur: W. Sauer, 1998. *Die Aussprache des Chaucer-Englischen.* Ein Übungsbuch auf der Grundlage des Prologs der Canterbury Tales, Heidelberg: Winter,. Zur vorbereitenden Lektüre wird empfohlen: A.C. Baugh/T. Cable, 2002. *A History of English*, 5th Ed. London.

Scheinerwerb: Ein benoteter Schein wird auf der Grundlage der Mitarbeit und einer Abschlussklausur vergeben.

Early Modern English

Dr. Islinger Mi 14.15-15.45 AS 115 2st.

First of all, this seminar will focus on the linguistic structure of the English language used between 1475 and 1700. We will attempt to describe Early Modern English phonology, morphosyntax, lexicon and spelling. Various texts from the late 15th to the very beginning of the 18th centrury will be read–some of them well-known (e.g. Shakespeare's sonnets), some written by important people (Henry VIII or Elizabeth I) and others written by ordinary men or women for private purpose ('Paston Letters'). Our analysis of these texts will involve the search for variation in Early Modern English–variation in time, region, social class and style. In the course of these studies we will have a closer look at the factors of linguistic change and try to trace the sociohistorical background that led to the standardization of the English language during that period.

Suggested Reading: Manfred Görlach, 2000. *Einführung ins Frühneuenglische*. Heidelberg: Universitätsverlag Winter.

Scheinvergabe: Ja

Einführung ins Frühneuenglische

Dr. Isermann Di 11.15-12.45 AS 333 2st.

Das Proseminar soll einmal die Fähigkeit vermitteln, fne. Texte (1450-1700) sprachwissenschaftlich zu analysieren (synchron und diachron); zum anderen sollen die Studierenden durch eine exemplarische Behandlung des Fne. auf allen Ebenen der Sprachbeschreibung mit sprachhistorischen Fragestellungen, Methoden und Termini vertraut gemacht werden. Als Arbeitsmaterial

dient u. a. ein Reader mit fne. Texten und Darstellungen der zu behandelnden Themen. Weitere Texte liegen in der CopyCorner bereit. Kurssprachen: Englisch/Deutsch. Zur vorbereitenden Lektüre wird empfohlen: A. C. Baugh/T. Cable, *A History of the English Language*, 4th ed., London 1993, 187-289. Wenn Sie den Kurs belegen wollen, tragen Sie sich bitte in die Liste an meiner Tür ein (Raum 325)!

Literatur: Skript Frühneuenglisch (Weimann); Barber, Charles. 1997. *Early Modern English*. Edinburgh. Nevalainen. 2006. *Introduction to Early Modern English*. Edinburgh.

Scheinerwerb: Bericht, Klausur.

3.3 Proseminare I Literaturwissenschaft

Christopher Marlowe

Dr. Grundmann Di 09.15-10.45 AS 115 2st.

We know much more about the adventurous life of Christopher Marlowe than about that of his great rival William Shakespeare. As a well-known homosexual, spy, atheist and occultist who died a violent death in a tavern brawl, the fascination of his personality has at times even overshadowed the quality of his dramatic and poetic work. He was England's greatest playwright before Shakespeare and at the time his fame eclipsed that of all other playwrights. We shall read three of his tragedies in the cultural context of the Renaissance. Beginning with *Doctor Faustus*, we shall go into the ramifications of the Faust legend and mystical and alchemical thought in Europe, then explore aspects of tyrannicide and homosexuality in *Edward II*. Finally we shall examine modes of antisemitism and religious controversy in the Elizabethan age with the *Jew of Malta* (as compared to Shakespeare's *Merchant of Venice*). Please register with heike.grundmann@urz.uni-heidelberg.de or in the first session.

Text: Please obtain the Penguin Edition of Christopher Marlowe, *The Complete Plays*, ed. J.B. Steane. London, 2003.

Scheinerwerb: Referat, Hausarbeit

Einführung in die Dramenanalyse: Ben Jonson

Dr. Hirsch Do 16.15-17.45 AS 333 2st.

Zu Lebzeiten populärer als Shakespeare, von dem er sich programmatisch durch das Beharren auf "deeds and language such as men do use" abzugrenzen suchte, avancierte der wenige Jahre jüngere Ben Jonson trotz einer ausgesprochen skandalträchtigen Vita 1616 zu Großbritanniens erstem Poeta laureatus, um dann allerdings bis zu seiner Wiederentdeckung im 19. und 20. Jahrhundert wirkungsgeschichtlich an Bedeutung zu verlieren.Ausgehend vom *close reading* zweier seiner insgesamt "four great comedies", nämlich *The Alchemist* (1610) und *Bartholomew Fair* (1614), sollen die zentralen Themen und Gestaltungsmittel Jonsons gemeinschaftlich erarbeitet

werden. Dient das Seminar epochenübergreifend der Aneignung von Schlüsselkategorien und -techniken zur Dramenanalyse, so liegt ein weiterer Schwerpunkt gleichwohl auf der Vermittlung kulturgeschichtlicher Besonderheiten der elisabethanisch-jakobäischen Zeit.

Literatur: Ben Jonson, *"The Alchemist" and Other Plays*. Gordon Campbell (Hg.). Oxford, 1995. Weiterführend: David Riggs, *Ben Jonson: A Life.* Cambridge, Mass. et al., 1989; Rosalind Miles, *Ben Jonson: His Craft and Art*. London et al., 1990; A.R. Braunmuller/ Michael Hattaway (Hg.), *The Cambridge Companion to English Renaissance Drama.* Cambridge, 2003.

Scheinerwerb: Lektüre der beiden Primärtexte bis Semesterbeginn; regelmäßige aktive Teilnahme; Kurzreferat (ca. 15 Min.) und schriftliche Hausarbeit (10-12 Seiten).

Victorian Fiction. An Introduction to the Study of Prose

Irina Bauder-Begerow Mi 11.15-12.45 AS 114 2st.

In diesem Proseminar soll der Umgang mit literaturwissenschaftlichen Begriffen und Methoden zur Analyse von Erzähltexten geübt und vertieft werden. Ausgehend von zwei 'Klassikern' des viktorianischen Romans werden wir typische Erzählformen und Themen untersuchen. Darüber hinaus werden in Auszügen weitere kanonische Erzähltexte besprochen, um einen Gesamtüberblick über die Epoche zu skizzieren. Neben der Erzähltextanalyse selbst sollen auch die Produktions- und Rezeptionsbedingungen des Literaturbetriebs im 19. Jahrhundert diskutiert werden. In diesem Zusammenhang werden wir etwa über die Publikation in 'magazines' und 'circulating libraries' sprechen und die Strategien von AutorInnen thematisieren, dem Moralkodex der viktorianischen Gesellschaft in ihren Werken zu begegnen.

Literatur: Charlotte Brontë, *Jane Eyre* (1847), George Eliot, *Middlemarch* (1871/72)

Scheinerwerb: Referat, Hausarbeit

First World War Poetry

Andrea Lutz Mo 11.15-12.45 AS 115 2st.

The First World War is the first war to have produced an enormous output of war poetry by combatants describing their experiences on the battlefield and in the trenches as well as the psychological consequences of the war experience in mostly very drastic and strong images and language. Most of this poetry is an indictment of war, is anti-war poetry, but we will also encounter some examples of initial unquestioning patriotic enthusiasm about war. The poets we will get acquainted with are, among others: Ivor Gurney, Wilfred Owen, Isaac Rosenberg and Siegfried Sassoon.
When it comes to the technicalities of analysis, you will have the opportunity in this course to discuss questions such as: How exactly does a poem work? Which effects does poetry achieve by which means? This, of course, means looking at meter, rhythm and rhyme, at phonological and semantic characteristics of poetry (such as metaphor, metonymy, similes and other less well-known terms), at poetic genres and at the overall communicative situation.

Registration: Please register before the first meeting either in my office hours or via e-mail (Andrea.Lutz@as.uni-heidelberg.de).

Texts: A reader containing the poems to be discussed will be made available in the *Handapparat* at the beginning of April.
As preparatory reading you may want to read one or two works of fiction about the First World War (a list of selected texts will be available online on http://esem.uni-hd.de/ by 16 March 2007). You may also want to brush up your historical knowledge about the First World War.

Course Requirements: Active participation, preparation of weekly assignments (1-2 to be submitted), short oral presentation, term paper of 10-12 pages.

Einführung ins Drama (Dramentheorie)

Dr. Hauser Do 16.15-17.45 AS 114 2st.

Der Kurs soll Studierende des Grundstudiums mit literaturwissenschaftlichen Fachbegriffen und Anschauungsweisen aus dem Bereich der Dramentheorie bekannt machen. Themenbereiche werden u. a. sein: Definition von Drama, Literarischer Text vs. Bühnenrealisierung, Informationsvergabe und sprachliche Kommunikation im Drama, Personal und Figur, Geschichte und Handlung, Raum- und Zeitstruktur im Drama, Dramengenres (Tragödie, Komödie, etc.). Die Fachbegriffe sollen nicht nur theoretisch eingeführt und erläutert, sondern auch praktisch an exemplarisch ausgewählten Textstellen verschiedener Dramen erprobt und dargestellt werden. Anstelle des üblichen ausschweifenden Referats sollen die Stunden von den Seminarteilnehmern selbst in Zusammenarbeit mit dem Lehrenden erarbeitet werden. Zur vorbereitenden Lektüre sei Manfred Pfister: *Das Drama* empfohlen; sowie – weil's ein tolles Drama ist und sich immer eignet: Shakespeares *Macbeth*.

Literatur: Manfred Pfister: *Das Drama*. München: Fink, 1977 (UTB-Taschenbuch 580)

Scheinvergabe: Ja

Introduction to Prose Analysis: Nathaniel Hawthorne, Selected Short Fiction

Dr. Hänßgen Di 11.15-12.45 AS 115 2st.

Nathaniel Hawthorne (1804-1864) is one of the earlier American writers of short stories (then called *tales* or *sketches*). In this course, we will not only examine questions of genre and prose analysis in his texts, but also explore biographical and cultural backgrounds, especially the "great power of blackness" that Hawthorne's portrayals of human psychology became famous for.
Please choose your favourite texts to be included in our syllabus.

Text: Please purchase (and read the stories in) this edition: McIntosh, James (ed.). *Nathaniel Hawthorne's Tales: Authoritative Texts, Backgrounds, Criticism*. A Norton Critical Edition. New York: Norton, 1987.

Course Requirements: Students must have read the texts in advance. Further requirements: presentation, term paper, regular attendance, active participation.

Introduction to Poetry: Emily Dickinson and Robert Frost

Heiko Jakubzik Mi 14.15-15.45 AS 116 2st.

This course will repeat and develop basic means of poetry analysis (meter, rhyme, sound, diction, imagery, symbolism, theme etc.) and it will introduce two of America's greatest poets: Emily Dickinson (1830-1886), who published only ten of her 1775 poems during her lifetime, and Robert Frost (1874-1963), the only poet ever to win the Pulitzer Prize four times.

Registration: Please register by email (heiko.jakubzik@as.uni-heidelberg.de).

Course Requirements: Active participation, one or two presentations, a two-page mid-term essay, and an 8-12 page term paper.

Introduction to Drama: American Dreams, American Nightmares: Arthur Miller's *Death of a Salesman* and Edward Albee's *Who's Afraid of Virginia Woolf?*

Dr. Hänßgen Fr 11.15-12.45 AS 115 2st.

In this course, we will analyse elements of drama in Miller's *Death of a Salesman* (1949) and Albee's *Who's Afraid of Virginia Woolf?* (1962) and go into biographical, historical and social backgrounds of the plays. Both explore the promise and failure of the American dream in the context of families that illustrate human psychology and represent society as a whole.

Texts: Please purchase (and read the plays in) these editions: Albee, Edward. *Who's Afraid of Virginia Woolf?* New York: Signet, 1983; Miller, Arthur. *Death of a Salesman.* Penguin Plays. London: Penguin, 1976.

Course Requirements: Students must have read the plays before the beginning of term. Further requirements: presentation, term paper, regular attendance, active participation.

Tales of Acculturation: Jewish Autobiographies in America and Russia

Bettina Kaibach Mi 16.15-17.45 AS 112 2st.

In the 1880s, the largest part of the world's Jewish population at the time, about five million people, lived in the Russian Empire. In less than twenty years, between 1891 and 1910, pogroms, poverty, and discrimination forced nearly one million Jews to leave Russia for the United States. The immigrants had an enormous impact on the American Jewish community, importing their traditional way of living as well as radical political ideas developed under the Tsarist regime. While the newcomers had to cope with the process of acculturation in their "Promised Land" (Mary Antin), those Jews who stayed in Russia were still searching for a promised land of their

own. The Zionists found it in the vision of a Jewish state. The Marxists fought for a communist utopia. Others "sought to merge themselves into Russian society completely" (Zwi Gitelman).

In this class, we will examine how the tension between tradition and modernity was reflected in autobiographical texts–and texts that mimick the autobiographical mode–by Jewish authors from the United States and Russian. The class is also designed as a general introduction to the theory of the autobiographical genre.

Texts: Mary Antin, *The Promised Land*, Anzia Yezierska, "America and I", "The Fat of the Land", Bread Givers, Isaak Babel, The Story of My Dovecot (collection of short stories) and Red Cavalry, Osip Mandelstam, The Noise of Time. Additional texts will be provided as master copies in the course of the semester. Film: *Hester Street* (USA 1974).

Course Requirements: Regular attendance, active participation, oral presentation and term paper.

Please register by email (bettina.kaibach@slav.uni-heidelberg.de).

The New Woman

Steffie Schäfer Mo 11.15-12.45 AS 116 2st.

In this course we will discuss the theme of the "New Woman" at the turn of the century. The struggle for both social and artistic recognition will be traced in three works of fiction by women writers, with themes ranging from economic and intellectual independence to the utopia of a "country of women". A look at the reception of the texts will also provide us with some insight into the workings of feminist literary criticism and the re-writing of the literary canon. Our course will discuss social issues and the historical context of the era, outline the modernist features of the texts and equally provide an introduction to the analysis of literary texts.

Registration: please register by email: Schaefer@as.uni-heidelberg.de

Texts: Kate Chopin, *The Awakening* (1899) Penguin Edition with an Introduction by Susan Gubar; Sarah Grand, *The Heavenly Twins* (1893); Charlotte Perkins *Gilman, Herland* (1915).

Course Requirements: Participants are expected to do a fifteen-minute oral presentation and attend regularly, participate actively and hand in one homework assignment. Those who wish to obtain a Schein also have to write an 8-10 page term paper, preferably in English.

3.4 Proseminare II Literaturwissenschaft

Romantic Poetry from Blake to Byron

Dr. Hertel Do 16.15-17.45 AS 113 2st.

This course is designed to provide an inside into the literary periond generally 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. At the end of the term we will also have a look at one or two of the female writers who were probably as prolific as their male counterparts but decidedly less important in their own time and hence less acknowledged by posterity.
The close reading of the respective poems will be complemented by aspects of the writers' biographies as well as the poetological, historical and socio-historical context of the time.
Please register personally or by email.

Texts: The selection of texts will be available in form of a 'reader' by the end of March and can then be collected during my office hours.Helpful books for a general introduction to the period of English Romanticism are: Boris Ford (ed.), *From Blake to Byron*, The Pelican Guide to English Literature, 5 (Harmondsworth: Penguin Books); Jean Raimond and J.R. Watson (edd.), *A Handbook to English Romanticism* (New York, 1992); Duncan Wu (ed.), *A Companion to Romanticism* (Oxford, 1998).

Course Requirements: Regular attendance, active participation in class, oral presentation and term paper.

Nineteeth-Century Travel and Exploration Literature

Dr. Fischer-Hornung Do 11.15-12.45 AS 113 2st.

Migration

Travel literature, which often deliberately mixes fact and fiction, history and (auto-) biography, as well as journalism and reportage, is a genre that has achieved increasing interest as cultural practice and product. In this course, we will read several core travel narratives of the nineteenth century: Lewis and Clark's narrative of the exploration of the Louisiana Territory, Mark Twain's travels in Europe and his later travels to various continents, and finally, Mary Kingsley's narrative as a woman explorer in West Africa.
We will pursue the following questions: What do these travelers see? How do they narrate their journey to the Other and/or to the Self? How are the concepts of homeland, the foreigner, the stranger, the "primitive" Other, and the friend developed? How are the nation-state and empire constructed in these narratives? How are European and American culture as well as the culture of the Other negotiated? What do these narratives reveal about gender, race, class, and national identities?

Texts: Students are encouraged to order and buy the editions listed below well before the beginning of class since acquisition times may be lengthy.
DeVoto, Bernard, ed. *The Journals of Lewis and Clark* [1804-1806] (Houghton Mifflin, 1997); ISBN: 0395859964; Twain, Mark. *Innocents Abroad Or the New Pilgrim's Progress* [1869] (Signet Classics, 1997); ISBN: 0451525027; Twain, Mark. *Following the Equator: A Journey Around the World* [1897] (Dover, 1989); ISBN: 0486261131; Kingsley, Mary. *Travels in West Africa* [1895] (National Geographic Society, 2002); ISBN: 0792266382.

Scheinerwerb: Active class participation, an oral report, and a 10-page research paper written in English.

Women in Society: Henry James' *The Portrait of a Lady* and Edith Wharton's *The House of Mirth*

Dr. Hänßgen Do 11.15-12.45 AS 115 2st.

The American authors Henry James (1843-1916) and Edith Wharton (1862-1937) were contemporaries and friends who depicted the struggle of the individual to find a place in society. Both novels share a realistic style but differ in their settings: *The Portrait of a Lady* (1880/81; 2nd ed. 1908) illustrates the development of its heroine's consciousness in the confrontation between American and European culture (the so-called international theme) while *The House of Mirth* (1905)–at James' suggestion–analyses the role of women in New York high society.

Texts: Please purchase (and read the texts in) these editions: James, Henry. *The Portrait of a Lady: An Authoritative Text; Henry James and the Novel, Reviews and Criticism*. Ed. Robert D. Bamberg. A Norton Critical Edition. 2nd ed., New York: Norton, 1995; Wharton, Edith. *The House of Mirth: Authoritative Text, Background and Contexts, Criticism*. Ed. Elizabeth Ammons. A Norton Critical Edition. New York: Norton, 1990.

Course Requirements: Students must have read the texts before the beginning of term. Further requirements: presentation, term paper, regular attendance, active participation.

Exploring Modernist Aesthetics: Joseph Conrad's *Heart of Darkness* (1899), Virginia Woolf's *Mrs Dalloway* (1925) and Ian McEwan's *Saturday* (2005)

Caroline Lusin Mi 11.15-12.45 AS 113 2st.

In her groundbreaking essay "Modern Fiction" (1919/1925), Virginia Woolf sums up the essence of modernist aesthetics as follows: "[L]ife is a luminous halo, a semi-transparent envelope surrounding us from the beginning of consciousness to the end. Is it not the task of the novelist to convey this varying, this unknown and uncircumscribed spirit [...]"? However, modernist writing and typically modernist concerns, such as Woolf describes them in her essay, are by no means restricted to the first half of the 20th century, but pertain well before and after. In the 19th century, various scientific, cultural and literary developments paved the way for modernism, whereas at the beginning of the 21st century, English literature falls again back on modernism to a considerable extent. In this course, we shall explore modernist aesthetics by looking at three quite differently "modernist" novels: In *Heart of Darkness*, Joseph Conrad links the questions of reality, consciousness and identity to the background of Belgian colonialism in Congo, whereas Virginia Woolf sets *Mrs Dalloway*, which is exemplary for modernist writing, in post-war London. In *Saturday*, Ian McEwan addresses the questions of his predecessors anew, placing them in the context of 9/11 and neuroscience.

Texts: Conrad, Joseph: *Heart of Darkness*. Stuttgart: Reclam (ISBN: 978-3-15-009161-6); McEwan, Ian: *Saturday*. London: Vintage, 2005 (ISBN-10: 0099497166; ISBN-13: 978-00994971-65); Woolf, Virginia: *Mrs Dalloway*. London: Penguin, 2000 (ISBN-10: 0141182490; ISBN-13: 978-0141182490).

Course Requirements: Regular attendance, active participation, one short oral presentation, two short written assignments and a term paper (8-10 pages). Please register per e-mail: Caroline.-Lusin@urz.uni-heidelberg.de

War in English Literature: From Shakespeare to the Gulf Wars

Andrea Lutz Mo 16.15-17.45 AS 115 2st.

The focus of this course on war and/in literature are questions mainly of the representation of war in literature and other cultural 'products': How is war represented? Can it be (adequately) represented at all? Which aspects of war do we encounter? Who tells about war? Which stylistic choices are made? Can we see recurring models of representation? How are ethics, aesthetics and war related?
Although and/or because the title of this course announces a very broad historical perspective– from Shakespeare to today–, we need to limit our discussions to some representative pieces of war literature (Shakespeare's *Henry V*) and major wars (the First and Second World Wars), but will also venture into territory rather passed by in the history of war literature (the Crimean War and its poetry) as well as the problematic because very recent phenomenon of virtual and 'clean' media warfare (the Gulf Wars).

Registration: In my office hours and via e-mail (Andrea.Lutz@as.uni-heidelberg.de). Please note that registration before the first meeting is necessary.

Texts: Required reading before term starts: Shakespeare, William. *Henry V*. Ed. T. W. Craik. 1995 (Arden edition).
Recommended reading to get an overview over war poetry, Jon Stallworthy's anthology *The Oxford Book of War Poetry* (Rpt. 2003).
A list of suggested presentation topics as well as a list of further recommended reading will be available online on http://esem.uni-hd.de/ by 26 March 2007.

Course Requirements: Active participation, regular preparation of assignments, one oral group presentation, term paper of 12-15 pages. Cultural Studies-*Schein* possible.

Aspects of Migration in Hanif Kureishi: Autobiography, Biography, Drama and Film

Dr. Hertel Di 14.15-15.45 AS 113 2st.

The playwright, screenwriter, novelist and film maker Hanif Kureishi was born in England into an Anglo-Pakistani family and grew up experiencing first-hand the racial and cultural clashes of his time. He consequently draws the inspiration for his work from his own life's trials and tribulations as a hybrid of two different races and cultures. Hence, both the aspects of autobiography

and migration or rather the consequences of the latter form a basis of Kureishi's work.
In the course of this seminar we shall be looking at aspects of migration in various different genres the author is familiar with: The autobiographical essay "The Rainbow Sign' and the memoir *My Ear at His Heart.* which mixes autobiography and biography. Furthermore *Borderline*, the play for the Royal Court Theatre which brought about his breakthrough in 1981 and the screenplays *My Son the Fanatic* and *My Beautiful Laundrette*.

Please register personally or by email

Texts: The texts should have been read by the beginning of the summer term in the following editions: "The Rainbow Sign" (a Xerox copy of this essay will be placed in the Handapparat by the end of March); *My Ear at His Heart. Reading My Father*. London: Faber & Faber, 2004; The play *Borderline* in: *Plays One*, Faber & Faber Contemporary Classics, 1999 (or also as Xerox copy in the Handapparat); The screenplays *My Son the Fanatic* and *My Beautiful Laundrette* in: H. Kureishi, *Collected Screenplays, Vol.1: My Beautiful Laundrette, Sammy and Rosie Get Laid, London Kills Me, My Son the Fanatic*, Faber & Faber, 2002; For more background information it would be helpful if students could also have read Kureishi's award-winning novel *The Buddha of Suburbia*, Faber & Faber, 1991.

Course Requirements: Regular attendance, active participation in class, oral presentation and term paper.

Migration

Nathaniel Hawthorne's *The Scarlet Letter* and Its Rewriting in Bharati Mukherjee's *Holder of the World*

Dr. Fischer-Hornung Fr 09.15-10.45 AS 112 2st.

Two tales situated in the 17th century provide a stage for asking contemporary questions–for Hawthorne in the 19th century and for Mukherjee in the late 20th century. Hawthorne's attempt to come to terms with his Puritan ancestry is interwoven in the historical romance based on documents found from an earlier age. The story is retold from a contemporary narrative perspective. Similarly, Mukherjee's historical metafiction attempts to elucidate the confrontation of very different Old and New Worlds: Puritan New England, early colonial India, and contemporary New England.
We will look at how the two authors, each in their own unique way, look at, for example, the relationship of men and women, the conflict of personal and communal law, the dislocations and transformations when very different cultural values meet, and the construction of the "West" in confrontation with the "East" from the 17th to the 20th century.

Literatur: Students are asked to use the following editions (please note ISBN numbers): The *Scarlet Letter and Other Writings* (Norton Critical Edition, edited by Leland S. Person) ISBN: 0393979539. *Holder of the World* (Fawcett Books) ISBN: 0449909662.

Course Requirements: Students are required to read both books by the beginning of class, to actively participate in class discussions, and to write a ten-page research paper in English.

American Identities in Transit: Race, Ethnicity, and Global Networks in the 20th Century

Migration

Philip Bracher Do 16.15-17.45 AS 115 2st.

In his most recent book *Who are We*? (2004), Samuel Huntington has identified the migratory movement from Latin America to the United States as the "most serious challenge to America's traditional identity". Huntington confesses a deep unease about the current status quo: "Continuation of this large immigration (without improved assimilation) could divide the United States into a country of two languages and two cultures." Huntington's position exemplifies a shift from the paradigms of diasporic identities and multicultural desires towards a "clash of civilizations" in immigration politics. It also illustrates that issues of migration have been at the core of the American understanding of "Self" and "Other." This course will trace the cultural and historical impact of immigration to the United States from the beginning of the 20th century to the present. The focus will be on issues of assimilation, pluralism, and transnationalism. This course will attempt to posit a transnational paradigm against views in which cultures oppose each other as monolithic units. For this purpose, we will analyze the immigrant literature and the history of immigration to the U.S. from the vantage point of various ethnic experiences (Asian-, Hispanic-, and African-American) in the 20th century, including a variety of movies and representations from popular culture illustrating these themes.

Texts: A reader will be made available a week before the semester begins.

Course Requirements: Regular attendance, active (!) class participation, presentation, and a 12-15 page term paper.

Border Theories

Migration

Philip Bracher Do 11.15-12.45 AS 114 2st.

In recent years, the focus of critical attention has gradually shifted from canonical literatures and stable identities toward peripheral cultural products and the general question how borders are depicted across various disciplines. More and more, the politics of borderlands, frontiers, and marginal spaces have become the center of attention. In a globalized world, the crossing of borders has become a quintessential act, and this is why border studies represent some of the most pressing issues of the 21st century.
In this course, we will concern ourselves with the fundamental question of how borders are theoretically conceptualized. A border can be both real and imaginary, a highly fortified line of steel and concrete, and a metaphorical divide between self and other. Thus, borders can exist between nations, sexualities, identities, and peoples. To map this territory, we will look at theoretical texts on the genesis of the nation state, postcolonialism, gender studies, and migration. As a point of departure, the course will primarily focus on the birthplace of border theory, the U.S.-Mexico border.

Texts: A reader will be provided at the beginning of the semester.

Course Requirements: A general interest in theoretical thinking, a presentation, and a 12-15 page term paper in English.

4 Hauptseminare

4.1 Hauptseminare Sprachwissenschaft

The Historical Study of English 1918-1945

Priv.-Doz. Dr. Insley Di 14.15-15.45 AS 116 2st.

In the period under discussion, the historical development of English still occupied a central position in English studies. In this course, we will examine the academic development and careers of selected scholars in the context of the intellectual history of the time. We will begin with J.R.R. Tolkien as a representative of the English tradition and then turn to the Scandinavian scholars Otto Jespersen and Eilert Ekwall. Turning to Germany, we will examine the work and careers of Alois Brandl, Hermann Martin Flasdieck, Max Förster, Joseph Raith and Robert Spindler in the context of the Weimar Republic and Third Reich. Finally, we will look at developments in the USA and elsewhere.

Literatur: A bibliography will be available at the beginning of the semester, but for developments in Germany, see the following: Finkenstaedt, Thomas, Gunta Haenicke, *Anglistenlexikon 1825-1990; biographische und bibliographiosche Angaben zu 318 Anglisten* (Augsburg, 1992); Hausmann, Frank-Rutger, *Anglistik und Amerikanistik im "Dritten Reich*" (Frankfurt am Main, 2003).

Scheinerwerb: Ein benoteter Schein wird auf der Grundlage der Mitarbeit im Kurs, eines Referats und einer schriftlichen Hausarbeit vergeben

English word-formation

Prof. Glauser Do 14.15-15.45 AS 113 2st.

The aim of the present seminar course is twofold. Firstly, the current English word-formation processes (major and minor ones) will be treated systematically. Secondly, texts from the New Englishes (in particular Australia, Canadia and Singapore) will have to be analysed with a view to ease and readiness with which new words (so-called nonce-words) are created.

Text: Quirk, Randolph et al. 1985. *A Comprehensive Grammar of the English Language.* London: Longman, pp. 1515-1585.

Teilnahmevoraussetzungen: Zwischenprüfung und PSII und persönliche Anmeldung

The passive in English

Prof. Hundt Mo 14.15-15.45 AS 110 2st.

Present Day English has constructions such as *The fax was sent* or *The fax got sent*, which are clearly passive constructions. In addition, we find patterns like *This fax won't send* or *Coffee is now serving* that are somehow like passive constructions, but do not overtly mark passive voice syntactically. In this class, we will not only look at the range of passives and passive-like constructions in Present Day English, but also at their history, ongoing change in the use of passive constructions, theoretical frameworks that account for passives and passive-like constructions in Present Day English, and the use of passives and related constructions in different varieties of English (including varieties such as Singapore English or Philippine English).

Registration: You can register for this class by e-mail: Ingrid.Fauser@urz.uni-heidelberg.de.

Texts: Hundt, Marianne. 2006. *English Mediopassive Constructions*. A Cognitive, Corpus-Based Study of Their Origin, Spread and Current Status. (Language and Computers.) Amsterdam: Rodopi; Stein, Gabriele. 1979. *Studies in the Function of the Passive.* Tübingen: Narr; Svartvik, Jan. 1966. *On Voice in the English Verb*. The Hague: Mouton.

Course Requirements: Active participation, oral report and research paper or written exam

Cognitive Linguistics

Dr. Isermann Di 09.15-10.45 AS 108 2st.

Cognitive Linguistics is an approach to language which emerged in the late seventies when linguists such as Langacker and Fillmore were so dissatisfied with contemporary linguistic work that they started to re-think linguistics from scratch. The guiding ideas were that language should be seen as a direct reflection of the human mind and that both language and the mind are fundamentally tied to the nature of the human body as a whole. Cognitive Linguistics is thus based on the assumption that any insightful analysis of linguistic phenomena will need to pay close attention to other, non-linguistic cognitive abilities and to human experience in general. In this and many other central respects, Cognitive Linguistics has challenged most of the tenets of 20th-century structural linguistics, to which it has set itself up as a rival. One of the attractive features of Cognitive Linguistics is that it is comparatively accessible to beginners and/or non-linguists in that it does not pose any formal hurdles to those who wish to gain some familiarity with the approach.

The course attempts to provide an overview of the current state of the art. Topics to be discussed include categorization, construal, frame semantics, force dynamics, conceptual metaphor and blending, idioms and construction grammar.

Texts: As an introduction to the field, I recommend the following online sources: 'About Cognitive Linguistics' (a brief historical sketch) on the Cognitive Linguistics homepage (www.-cogling.org), and the 'Introduction to Cognitive Linguistics' by V. Evans & M. Green (www.-brighton.ac.uk/languages/research/vyvevans/EvansGreenCh1.pdf).

Course Requirements: report, term paper

Late Modern English? A Comparison of Jane Austen Novels and Modern Sequels

Prof. Hundt Mi 09.15-10.45 AS 110 2st.

This seminar is open only to those students who attended the 'Einführung Projektmanagement' last semester.

Course Requirements: Active participation, oral report and research paper.

Sociolinguistic Registers

Prof. Glauser Fr 09.15-10.45 AS 113 2st.

Sociolinguistic registers are varieties according to the field of discourse to which they belong. A speaker of English generally has a repertoire of such varieties and switches to the appropriate one according to what the situation requires. This conception of 'sociolinguistic stylistics' allows two approaches. On the one hand, we shall try to define and describe certain registers, e.g. legal or medical or newspaper styles. Secondly, we will investigate the way in which speakers handle registers in their everyday discourse.

Text: Crystal, David and Derek Davy, 1983. *Investigating English style*. London: Longman.

Teilnahmevoraussetzungen: Zwischenprüfung, PSII und persönliche Anmeldung

4.2 Hauptseminare Literaturwissenschaft

Shakespearean Comedies: *A Midsummer Night's Dream*, *As You Like It, Twelfth Night*

Priv.-Doz. Dr. Kreis-Schinck Fr 09.00-12.15 AS 333 4st.

The aim of this seminar is to explore the variety of Shakespeare's comic art. Even if our plays have been labelled "romantic/happy/festive" comedies we will see how the comic mode contains the potential to change its genre at a monent's notice, how comedy is indeed a highly slippery dramatic phenomenon. Topics to be discussed include generic playfulness, contemporary attitudes toward comedy, the place of the stage, class and gender issues. Please note that this is a fortnightly course. For registration, contact me by e-mail: a.kreis@goldnet.ch.

Scheinerwerb: Texts (in a recent edition, e.g. Arden, Cambridge, Oxford) must be read before the beginning of term. For a Schein active participation, oral presentation, term paper will be necessary

Joseph Conrad

Prof. Schöneich Fr 11.15-12.45 AS 122 2st.

Joseph Conrad gilt als einer der bedeutendsten Schriftsteller des Übergangs vom 19. zum 20. Jahrhundert. Dies liegt zum einen an seinen modernen Themen (der 'opaken' menschlichen Psyche, der kritischen Auseinandersetzung mit Imperialismus und Kolonialismus u.a.) und zum anderen an der innovativen Vielfalt seiner erzählerischen Mittel. Das Seminar beschäftigt sich mit vier seiner wichtigsten Texte: *Heart of Darkness* (1899; Norton Critical Edition), *Lord Jim* (1900), *Nostromo* (1904) und *The Secret Agent* (1907; alle Oxford World Classics). Bitte benutzen Sie nach Möglichkeit die genannten Ausgaben wegen der darin enthaltenen Erläuterungen und Materialien und lesen Sie die Texte bereits in den Semesterferien (anspruchsvolle Lektüre).

Zur weiteren Vorbereitung empfohlen: J.H. Stape (ed.). *The Cambridge Companion to Joseph Conrad*. Cambridge, 1996. Ian Watt. *Conrad in the Nineteenth Century*. (London, 1980).

Seminarplan und Besprechung der Arbeitsform in der ersten Sitzung. Bitte *nur* persönliche Anmeldung in meinen Sprechstunden.

Scheinerwerb: Hausarbeit

Literature and Religion in Colonial America

Prof. Schulz Mi 09.15-10.45 AS 113 2st.

A 1974 New Yorker cartoon shows two seventeenth-century Puritan gentlemen aboard one of the ships en route from England to the New World, with one of them saying to his companion: "Religious freedom is my immediate goal, but my long-range plan is to go into real estate." Was religion a mere camouflage for commercial aspirations? From Columbus onward, explorers and colonists of the Americas seem to have been guided by a curious mixture of spiritual and worldly concerns. Prompted in part by Max Weber's famous insights into the Protestant roots of capitalism, literary critics have often viewed early American literature as a vehicle of bourgeois ideology legitimizing conquest and economic expansion. More recently, though, thanks to historians who have 'put religion back' into the religious wars and conflicts of the early modern period, critics have developed a deeper appreciation of the significance of the spiritual impulse that motivated such groups as the Puritans and the Quakers in their colonial ventures. We will study some of the major seventeenth- and eighteenth-century sources (sermons, diaries, poems, historiographical works, travel accounts, etc.), with emphasis on the literature of New England and occasional glances at some of the other colonies (notably Pennsylvania).
Lit.:*The Norton Anthology of American Literature*. Sixth Edition. Ed. N. Baym et al. Vol. A.

Registration: Please register by e-mail: dieter.schulz@urz.uni-heidelberg.de.

First Course Meeting: April 25.

Scheinvergabe: Ja

Author–Writer–Copywriter: On the History of Professional Writing in the United States

Prof. Schloss Mo 16.15-17.45 AS 116 2st.

"What do you do for a living?"–"I am a writer." This conversation could only have taken place relatively recently. Before the eighteenth century very few Americans considered writing as a profession with which one could make a living, and even fewer would have thought that one could sell writerly products in a market. In this seminar, we will trace the history of writing as a profession in the United States; we will not only study the genesis of literary writing, but also the emergence of the more 'utilitarian' practices of writing such as journalism, speech writing, and advertising. What happens to literature after the end of the patronage system? How does the literary author fare in a modern democratic capitalist society? What happens to writing when it becomes market-driven? What are the resemblances and the differences between a literary author and a composer of advertising texts and publicity material (copywriter)? Some of our literary examples will be taken from the first half of the nineteenth century which saw the rise of a literary mass market and the beginning of a competition between highbrow authors (Poe, Hawthorne, and Melville) and popular writers (Susan Warner and Harriet Beecher Stowe). We will also include authors from the late nineteenth and early twentieth centuries as well as from the present day (Paul Auster and Dan Brown). In addition, we will review the history of advertisement and analyze the work of prominent American copywriters from the 1920s to the present. A complete reading list will be available by the end of March.P.S. This is an interdisciplinary course taught by Walter Kraft, a marketing consultant and copywriter in advertising, and Dietmar Schloss, a literary historian. It has been developed for students of the HCA Master Program, but regular Anglistik students are welcome, too.

Literatur: *The Norton Anthology of American Literature*, 6th edition, ed. by Nina Baym et al., volume B. In addition students should purchase copies of Dan Brown, *The Da Vinci Code* (2004) and Paul Auster, *Travels in the Scriptorium* (2006). A reader with selected advertisement texts will be provided at the beginning of the term. Background reading: William Charvat, *The Profession of Authorship in America, 1800-1870 (Ohio State Press, 1968) and Denis Higgins, The Art of Writing Advertising: Conversations with William Bernbach, George Gribbin, Rosser Reeves, David Ogilvy, Leo Burnett* (New York: McGraw-Hill, 2003).

Scheinerwerb: Oral presentation (10 minutes) and 15-page term paper.

Migration

Leslie Marmon Silko's *Almanac of the Dead*–Migrating Bodies and Cultures in the Americas

Dr. Fischer-Hornung Fr 11.15-12.45 AS 112 2st.

The publication of Leslie Marmon Silko's *Almanac of the Dead* (1991) does not merely accidentally coincide with the five-hundred-year anniversary of Christopher Columbus's "discovery" of the Americas. Following upon her celebrated novel *Ceremony* (1977) and her montage of fact and fiction in *Storyteller* (1981), *Almanac of the Dead* is characterized by a new level of complexity, depicting a heteroglossic, pan-tribal fictional contact zone of cultures and peoples. It maps

out the horrors of global economic parasitism–the trade in bodies, labor, organs, and sexualities, for example–in the context of vampire colonialism, capitalism, and globalization.
To depict the socio-political and cultural history of indigenous peoples and contemporary society as well, Silko overlays her narrative with a multiplicity of theories, ranging from Freud to Marx, from traditional animism to techno-fetishism. Further, the texts and illustrations of the traditional Maya codices provide a historical and post-historical intertext, a palimpsest of consciousness spanning time and space in an unending cycle of history. Through the excruciating narration of her vision of the effect of global capitalism and colonialism on the indigenous peoples of America and Africa, as well as the environment, Silko intends to disrupt the cycle of global economies of destruction, with the narration of the past enabling the future in a revolutionary recycling of history.
Together we will explore the many levels of fictional, theoretical, and historical complexity in Silko's vision of the destruction and potential restoration of nationhood and community.

Text: Silko, Leslie Marmon, *Almanac of the Dead* (Penguin, 1992); ISBN: 0140173196.

Course Requirements: Active class participation, an oral report, and a 15-page research paper written in English.

Contemporary Drama

Prof. Schnierer Mo 14.15-15.45 AS 108 2st.

In this seminar we won't be able to cover thoroughly all developments of the last 15 years or so, but certainly "post-dramatic" theatre, "in-yer-face" theatre, gay and lesbian work, community plays and mainstream comedies will all feature somewhere. We will take into account the production and dissemination of these texts, in print, on the stage and on the screen.Participants in this Hauptseminar are expected to attend the conference on contemporary drama hosted by the University of Heidelberg May 17-20, 2007.Registration is open from the moment you read this. Come and see me in room 212, and tell me what you intend to bring to this class.

Texts: This is the compulsory reading list; more titles will be added as we go along:

Sarah Kane, Phaedra's Love (1996); Martin Crimp, Attempts on Her Life (1997); Marie Jones, *Stones in His Pockets* (1999); Martin McDonagh, *The Lieutenant of Inishmore* (2001); Owen McCafferty, *Closing Time* (2002); Mark Ravenhill, *The Cut* (2006)

Course Requirements: Regular attendance of seminar and conference (see above), two short presentations, written essay.

Twentieth Century British Crime Fiction

Prof. Nünning Di 11.15-12.45 AS 113 2st.

See course description online.

Scheinvergabe: Ja

5 Kolloquien

Keine Scheinvergabe/No Credits.

Examenskolloquium

Prof. Schnierer Mo 16.15-17.45 AS 113 2st.

Diese Ankündigung ist auf Deutsch, aber das Kolloquium wird beide Sprachen in ihr Recht setzen. Es soll der Vorbereitung auf Staatsexamina und Magisterprüfungen dienen und wird sich demnach an Ihren Themen, insbesondere denen Ihrer mündlichen Prüfungen, orientieren. Ein mock exam ist ebenso geplant wie individuelle Beratung bei der Konzeption und Organisation Ihrer Prüfungsthemen.

Anmeldung ab sofort in Raum 212, am liebsten in meinen beiden wöchentlichen Sprechstunden (Di 13-14, Do 15-16).

Examenskolloquium

Prof. Nünning Di 09.15-10.45 AS 110 2st.

In diesem Kolloquium wird Wissen vermittelt, das für die Examensvorbereitung (für Magister- und Lehramtskandidaten) von Relevanz ist. Es wird – jeweils anhand von konkreten Beispielen – erörtert, was relevante Fragestellungen für Abschlussarbeiten sind und wie diese aufgebaut sein sollten, welche Themen sich für mündliche Prüfungen eignen, wie man sich auf mündliche und schriftliche Prüfungen vorbereitet, und welches 'Überblickswissen' eine notwendige Voraussetzung für mündliche Examina darstellt. Da eine gute Vorbereitung für eine Prüfung bereits mit der Auswahl von Lehrveranstaltungen im Hauptstudium beginnt, sind auch Teilnehmer und Teilnehmerinnen willkommen, die noch nicht alle Scheine erworben haben.

Kolloquium für Examenskandidaten

Prof. Schulz Do 16.15-17.45 AS 108 2st.

Besprechung wissenschaftlicher Arbeiten (Staatsexamen, Magister, Dissertation); Vorbereitung auf mündliche Prüfung und Klausuren.
Anmeldung bitte per e-mail: dieter.schulz@urz.uni-heidelberg.de

Beginn: 26. April 2007.

Kolloquium für ExamenskandidatInnen

Prof. Hundt Fr 11.15-12.45 AS 108 2st.

Dieses Kolloquium soll auf die schriftlichen und mündlichen Abschlussprüfungen in der Linguistik vorbereiten. Anhand geeigneter Texte und Übungsmaterialien werden die Kernbereiche der anglistischen Sprachwissenschaft (Phonetik/Phonologie, Morphologie, Semantik und Lexikologie, Syntax, Textlinguistik und Pragmatik, sowie Varietäten- und Soziolinguistik) diskutiert. Neben diesem allgemeinen Prüfungswissen sollen auch Schwerpunktthemen der TeilnehmerInnen berücksichtigt werden.

Beginn: 2. Semesterwoche.

Literatur: Literatur: Laurel Brinton. 2000. *The Structure of Modern English: A Linguistic Introduction.* Amsterdam; John Benjamins: Ernst Leisi und Christian Mair. ^{8}1999. *Das heutige Englisch: Wesenszüge und Probleme*. Heidelberg: Winter.

Scheinerwerb: Aktive Vorbereitung und Mitarbeit werden erwartet.

6 Oberseminar

Keine Scheinvergabe/No Credits.

Work in Progress

Prof. Nünning Mi 15.00-18.00 AS 113 2st., vierzehntäglich

7 Examensvorbereitung

Keine Scheinvergabe/No Credits

Examenskolloquium: Moderne Sprachwissenschaft

Prof. Glauser Mo 13.15-14.45 AS 116 2st.

Dieses Kolloquium bereitet auf die schriftlichen und mündlichen Abschlussprüfungen in der Linguistik vor. Anhand geeigneter Texte und Übungsmaterialien werden die Kernbereiche der anglistischen Sprachwissenschaft diskutiert. Neben diesem allgemeinen Prüfungswissen werden auch Schwerpunktthemen der TeilnehmerInnen berücksichtigt. Aktive Vorbereitung und Mitarbeit werden erwartet.

Literatur: Brinton, Laurel, 2000. *The Structure of Modern English: A Linguistic Introduction*. Amsterdam: Benjamins; Leisi, Ernst und Christian Mair 1999. *Das heutige Englisch: Wesenszüge und Probleme*. Heidelberg: Winter.

Teilnahmevoraussetzungen: ein Semester vor dem Examen und persönliche Anmeldung

Translation into English

Derek O'Brien Di 11.15-12.45 AS 108 2st.
Derek O'Brien Di 16.15-17.45 AS 108 2st.

This course will prepare you for *Klausur I* of the *Staatsexamen*. Each week we will translate and correct past examinations and concentrate on some of those areas that cause you most difficulty when it comes to translation. The course will conclude with a mock exam.

N.B.: This course is only open to students taking their exams at the end of this term.

Registration: You can register for the course as of now per e-mail: b21@ix.urz.uni-heidelberg.de.

Examenskolloquium, 14-tägig

Prof. Schloss Di 16.15-17.45 AS 333 2st.

Das Kolloquium dient der Vorbereitung von schriftlichen und mündlichen Abschlussprüfungen mit einem Schwerpunkt in der Amerikanistik. Anhand früherer Klausurtexte wird die schriftliche Prüfung geübt. Darüber hinaus orientiert sich die Diskussion an den Schwerpunktthemen der Teilnehmer für die mündliche Prüfung. Auf Wunsch können *mock exams* absolviert werden.

The Structure of Present-Day English/ Pragmatics

Dr. Isermann Do 11.15-13.30 AS 333 3st.

Die Veranstaltung richtet sich an alle, die ihr sprachwissenschaftliches Spezialwissen am Ende ihres Studiums auf eine solide allgemeine Grundlage gestellt wissen wollen, im speziellen an diejenigen, die beabsichtigen, eine Klausur bzw. eine mdl. Prüfung in den Rahmenthemem "The Structure of Present-day English" (zu jedem Prüfungstermin angeboten) oder "Pragmatics" (Termin Herbst 2007) zu schreiben. Ziel ist die Auffrischung, Erweiterung und exemplarische Anwendung des Begriffsinventars sowie der deskriptiven Techniken, die die Sprachwissenschaft für die Beschreibung der englischen Gegenwartssprache bzw. des Sprachgebrauchs bereitstellt. Wenn die Zahl der Interessenten für das Rahmenthema Pragmatics es sinnvoll erscheinen läßt, kann die Veranstaltung auch nach Absprache mit den Teilnehmern auf zwei unterschiedliche Termine aufgeteilt werden.

Literatur: Literatur wird in der ersten Sitzung bekannt gegeben.

8 Cultural Studies

8.1 Landeskunde

Anmeldung per Online-Formular erforderlich.

British Institutions–A History

Michael Shiels Di 09.15-10.45 AS 114 2st.

Spanning the three hundred years from the accession of Henry VIII to the defeat of Napoleon and the Congress of Vienna, this course aims to narrate the developing relationship between the political, economic, social and cultural transformations of British history. In the course of the story, we shall focus on a limited (and therefore biased) selection of events, ideas and persons in order to better understand their particular contribution to the greater historical overview.N.B. Students in the Hauptstudium can obtain a Writing II Schein for this course as an alternative to a Cultural Studies Schein.

Texts: Background information will be distributed during the Semester.

Course Requirements: Oral Presentation + Fact Sheet and an essay – in English, of course.

Landeskunde Irland: From Potatoes to Chips. The Transformation of Ireland 1800-2000.

Derek O'Brien Do 16.15-17.45 AS 122 2st.

From a rural, agricultural society on the verge of famine to a modern, urban state with the fastest economic growth rate in Western Europe; from a country that haemorrhaged people for over a century to a country which, in the last ten years, has become a (not always welcoming) home to immigrants from all over Europe and parts of Africa; from a repressed English colony to a confident, independent Republic, Ireland has undergone radical social, cultural, and political changes in the last two centuries.

This course will examine some of the most important events and phenomena of this period. They include the **Great Famine**, the **Easter Rising** and the ensuing **War of Independence**, **Civil War** and partition, the **Emergency** (World War II!), and the **Celtic Tiger** and its consequences. The **emigration** of the **1950s** and the **1980s** will also be discussed as will the loss of influence of the **Catholic Church** at the end of the twentieth century, particularly as reflected by the issues of **contraception**, **abortion**, and **divorce** in the 1980s. The rise of **nationalism** in the nineteenth century and its various expressions in twentieth-century Ireland will also be traced.

Film, television, and song will be used to highlight some of the above issues.

Texts: Coogan, Tim Pat (2000). *Ireland in the Twentieth Century.* London: Hutchinson; Coulter, Colin, Steve Coleman (2003). *The End of Irish History.* Critical Reflections on the Celtic Tiger. Manchester: MUP; Ferriter, Diarmaid (2004). *The Transformation of Ireland. 1900-2000.* London: Profile Books: Fitzgerald, Garret (2003). *Reflections on the Irish State*. Dublin: Irish Academic Press; Percival, John (1995). *The Great Irish Famine*. Ireland's Potato Famine 1845-1851. London: BBC Books; Gray, Tony (1998). *The Lost Years*. The Emergency in Ireland. London: Warner Books; Tanner, Marcus (2001). *Ireland's Holy Wars*. The Struggle for a Nation's Soul, 1500-2000. London: Yale University Press.

Scheinerwerb: A short presentation and a term paper. *Haupstudium* students can obtain a Writing II credit instead of a Cultural Studies credit for this course

Cinema and Society. Revisioning Albion: Looking Back at the Great British Future–British Science Fiction Cinema.

Michael Shiels Di 11.15-12.45 AS 114 2st.

This course is in two parts. Introduction and Screening (Monday,19.00) and Discussion and Analysis (Tuesday, 11.15). If the question "What if?' is parenthetical to all fiction, it is central and pivotal to the genre of science fiction. Among its early formative literary antecedents, we find Thomas More's *Utopia* (1516), and *True History* by Lucian, the second-century Syrian, which first appeared in English in 1634 and involves a trip to the moon–by sailing ship! In Kepler's *Somnium*, also published in 1634 in Latin, the hero is transported to the moon by demons (Aliens at work!). There followed Bishop Godwin's *The Man in the Moone* (1638) and Cyrano de Bergerac's *Voyages to the Moon and the Sun* (1656). In this context, there is also a claim to be made for Shakespeare's *The Tempest*. But it was the rampant technological developments of the 19th century and the questions concerning the nature and origins of humankind posed by Darwinism which laid down the foundations of science fiction as we know it today. Not much later, the novel technology of cinematography was a gift to the fantastical realisation of Georges Méliès *Voyage to the Moon* (1902). Science fiction cinema is concerned to take us beyond the bounds of here and now, but it posits a future (or revisions a past) which clearly extrapolates from our experienced present. Thus, like More's *Utopia*, it provides us with a privileged point of conjecture from which we can examine the fears, follies and foibles of our own world, our own time. The films we shall be studying will include *Things to Come* (1936), *The Quatermass Experiment* (1955), *The Day the Earth Caught Fire* (1961), *A Clockwork Orange* (1971), *Zardoz* (1974), *Brazil* (1985), *Prospero's Books* (1991) and *V For Vendetta* (2006).
The screening on Monday evening is open to all students of the Ang.Sem. You do not have to register for the course in order to come and watch the movies.N.B. Students in the Hauptstudium can obtain a Writing II Schein for this course as an alternative to a Cultural Studies Schein.

Texts: Background information will be distributed during the Semester.

Course Requirements: An Oral Presentation+ Fact Sheet and an Essay – in English, of course.

8.2 Landeskunde o. F.

Landeskunde ohne Formularanmeldung (Anmeldungsmodalitäten siehe einzelne Veranstaltungen)

Philip Bracher	Do 16.15-17.45	American Identities in Transit...	AS 115	2st.	see page 23
Andrea Lutz	Mo 16.15-17.45	War in English Literature...	AS 115	2st.	see page 21

Migration

Race, Ethnicity, and Immigration

Dr. Fischer-Hornung 24/7 online WWW, e-learning platform 2st.

The aim of this course is to familiarize students with the historical and contemporary role of "race,' ethnicity, and immigration in the United States. Students will be introduced to theories of immigration: assimilation, pluralism, multiculturalism, and post-ethnicity. We will explore the situation of various specific ethnic and immigrant groups, analyze their past and current situation, and attempt to draw some conclusions about the present and future role of "race' and ethnicity in the U.S.A.
Students will be able to familiarize themselves with the course content as well as to develop skills in scholarly research using the Internet. In addition, students will have the opportunity to develop Internet presentation skills.
This is a 7-week crash course. Only students who are willing to invest the required time and effort for the duration of the course should register.
Class starts on Monday, April 23 and ends on Friday, June 8.
Email registration: dfh@uni-hd.de;
Registration deadline: Tuesday, April 10, 2007.

Texts: Course material: All material will be available 24/7 online via the university's elearning platform.
Course requirements: Completion of the assigned reading and research, participation in class discussions in the online Forum, a written assignment, and a group Internet presentation. Students will receive a full semester's cultural studies credit (LK/Cultural Studies Schein).
All material will be available 24/7 online via the university's elearning platform, MOODLE.

A Nation of (Im)migrants: Migration and immigration in U.S. Films

Dr. Fischer-Hornung Do 09.15-10.45 AS 110 2st.

The United States is often portrayed as the nation of immigrants, with the American Dream–especially financial success and freedom–as the pull factor for people all over the world. Nevertheless, while the dream became a reality for some, it could become a nightmare for those that did not fit into the dominant culture.
In a series of films, we will explore various aspects of the concepts of assimilation, acculturation, multiculturalism, and polyculturalism in the context of migration to the United States. Depending on availability, we will watch a number of the following films:
Border Incident (1949); *America, America* (1963); *Hester Street* (1975); *Borderline* (1980); *The Border* (1982); *Mississippi Masala* (1991); *Bridges of Madison County* (1995); *Gangs of New York* (2002); *The Terminal* (2004)

Texts: The films will be on reserve in the library and a folder with handouts will be available.

Course Requirements: Active participation and a final exam.

9 Fachdidaktik

Anmeldung per Online-Formular erforderlich.

Das Lehrwerk

Harald Weißling	Mo 14.15-15.45	AS 113	2st.
Harald Weißling	Mo 16.15-17.45	AS 110	2st.

Die Veranstaltung richtet sich an Studierende v o r dem Praxissemester. Das Lehrwerk hat vor allem im Englischunterricht der Sekundarstufe I sehr große Bedeutung. Sein methodisches Konzept steuert den Sprachlehrgang, vernetzt die verschiedenen Bereiche des Lernprozesses und bündelt sie in einer Progression. Sein Ziel ist es, ein System zu schaffen, das effektives und motivierendes Englischlernen ermöglicht. Für die Lehrerinnen und Lehrer ist es angesichts vieler Reformen und Neuerungen im Bildungssystem auch ein "heimlicher" Lehrplan, der den Unterrichtsalltag verlässlich ordnet und die sprachliche Progression der Schüler kontrolliert. In dieser Veranstaltung sollen eng am Lehrwerk die Prinzipien und Begriffe, die für seine Konzeption wichtig sind, untersucht werden: Ganzheitlichkeit, Schüler-, Handlungs-, Projekt- und Produktorientierung, Lernstrategien, Fertigkeitentraining und Kompetenzen, Differenzierung, Kreativität, Emotion, interkulturelles Lernen sowie auch der Erwerb von Sprachmitteln, Lexik und Grammatik. Die gerade auf dem Markt erscheinenden Lehrwerke der neuen Generation werden unter fachdidaktischen Kriterien untersucht und evaluiert, ihr Wert für den gymnasialen Unterricht praktisch erforscht.Eine Sitzung wird durch einen Unterrichtsversuch an einer Schule der Region ersetzt.

Literatur: Lehrwerke werden gestellt

Scheinerwerb: Regelmäßige Anwesenheit, aktive Teilnahme, eine Hausarbeit

Arbeit mit Texten

Barbara Köhler-Kresin	Do 14.15-15.45	AS 116	2st.

Die Veranstaltung richtet sich an Studentinnen und Studenten nach dem Praxissemester. Im Mittelpunkt steht die Arbeit mit Sachtexten und fiktionalen Texten im Englischunterricht der Unter-, Mittel- und Oberstufe. Anhand konkreter Beispiele werden die Texte sowohl literaturwissenschaftlich als auch didaktisch untersucht. Dabei sollen analytisch-kognitive als auch spielerisch-kreative Methoden vorgestellt und abschließend in der Unterrichtswirklichkeit erprobt werden.

Literatur: Ganzschrift: Paul Zindel *The Pigman*: Berlin, Cornelsen, 2004.

Scheinerwerb: Regelmäßige und aktive Teilnahme, Hausarbeit

Das Lehrwerk – lerntheoretische und methodisch-didaktische Grundlagen

Inge Sikora-Weißling	Do 14.15-15.45	AS 115	2st.
Inge Sikora-Weißling	Do 16.15-17.45	AS 110	2st.

Die Veranstaltung richtet sich an Studierende vor dem Praxissemester. Das Lehrwerk hat vor allem im Englischunterricht der Sekundarstufe I sehr große Bedeutung. Sein methodisches Konzept steuert den Sprachlehrgang, vernetzt die verschiedenen Bereiche des Lernprozesses und

bündelt sie in einer Progression. Sein Ziel ist es, ein System zu schaffen, das effektives und motivierendes Englischlernen ermöglicht. Für die Lehrerinnen und Lehrer ist es angesichts vieler Reformen und Neuerungen im Bildungssystem auch ein "heimlicher" Lehrplan, der den Unterrichtsalltag verlässlich ordnet und die sprachliche Progression der Schüler kontrolliert. In dieser Veranstaltung sollen eng am Lehrwerk die Prinzipien und Begriffe, die für seine Konzeption wichtig sind, untersucht werden: Ganzheitlichkeit, Schüler-, Handlungs-, Projekt- und Produktorientierung, Lernstrategien, Fertigkeitentraining und Kompetenzen, Differenzierung, Kreativität, Emotion, interkulturelles Lernen sowie auch der Erwerb von Sprachmitteln, Lexik und Grammatik. Eine Seminarsitzung wird durch einen Unterrichtsversuch ersetzt.

Literatur: Lehrwerke werden gestellt.

Scheinerwerb: Anforderungen Regelmäßige und aktive Teilnahme. Eine Hausarbeit von ca. 10 Seiten

9.1 Teaching Methods for Assistant Teachers

Teaching Methods for Assistant Teachers

Kay Henn Di 14.15-15.45 AS 122 2st.

This is a preparation course for all those who have applied to go abroad as assistant teachers in the 2007-8 school year. After the first class, which will provide an overview of the British education system and an introduction to communicative techniques for teaching speaking skills, you will be spending the semester giving conversation classes with your classmates as your students.The aim is to make you feel confident about teaching speaking skills, provide you with a repertoire of specific ideas for classes, and give you the opportunity to get to know the other people who will be in GB/Ireland/the US at the same time as you.

Scheinvergabe: Nein/ No Credits

10 Sprachpraxis Grundstudium

10.1 Begleitkurse Phonetik BE

Anmeldung per Online-Formular erforderlich.

Die Anmeldung zu einer der nachstehend angeführten Übungen ist aufgrund derNeuregelung des Aussprachetests verbindlich. Bei Nichterscheinen zur erstenSitzung erlischt auch bei erfolgter Anmeldung der Anspruch auf dieTeilnahmeberechtigung, da die Plätze dann sofort an andere Studierendevergeben werden.

Die Anschaffung des entsprechenden Übungsbuchs wird dringend empfohlen:

Sauer, Walter 2006. *A Drillbook of English Phonetics. Third Edition.* Heidelberg: Winter. (or second edition).

Scheinvergabe: Ja

Mi 09.15-10.00	Lena Zipp	ZSL 320	1st
Mi 10.15-11.00	Lena Zipp	ZSL 320	1st
Mi 11.15-12.00	Lena Zipp	ZSL 320	1st
Fr 09.15-10.00	Lena Zipp	ZSL 320	1st
Fr 10.15-11.00	Lena Zipp	ZSL 320	1st
Fr 11.15-12.00	Lena Zipp	ZSL 320	1st

10.2 Begleitkurse Phonetik AE

Anmeldung per Online-Formular erforderlich.

Die Anmeldung zu einer der nachstehend angeführten Übungen ist aufgrund derNeuregelung des Aussprachetests verbindlich. Bei Nichterscheinen zur erstenSitzung erlischt auch bei erfolgter Anmeldung der Anspruch auf dieTeilnahmeberechtigung, da die Plätze dann sofort an andere Studierendevergeben werden.

Die Anschaffung des entsprechenden Übungsbuchs wird dringend empfohlen:

Sauer, Walter 2001. *American English Pronunciation: A Drillbook. Second Edition.* Heidelberg: Winter.

Scheinvergabe: Ja

Do 12.15-13.00	Nicole Becker	ZSL 318	1st
Do 14.15-15.00	Nicole Becker	ZSL 220	1st
Do 13.05-13.50	Nicole Becker	ZSL 318	1st
Do 15.00-15.45	Nicole Becker	ZSL 220	1st

10.3 Grammar and Style I

Anmeldung per Online-Formular erforderlich.

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. Almost all the classes will be based on homework set the week before (estimated homework time: 2 hours per week). Your grade will be based on a centralized exam at the end of the course.

Scheinvergabe: Ja

Mo 09.15-10.45	Carolyn Burmedi	AS 122	2st
Mo 14.15-15.45	Kay Henn	AS 122	2st
Di 14.15-15.45	Kathrin Pfister	AS 115	2st
Do 09.15-10.45	Kathrin Pfister	AS 115	2st
Fr 11.15-12.45	Kathrin Pfister	AS 114	2st

10.4 Grammar and Style I for Repeat Students

Anmeldung per Online-Formular erforderlich.

Only students who have failed Grammar 1 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 Grammar 1 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.

Scheinvergabe: Ja

Courses start on Tuesday, April 17th.

Mo 11.15-12.45	Carolyn Burmedi	AS 122	2st
Mi 11.15-12.45	Kathrin Pfister	AS 115	2st

10.5 Writing I

Anmeldung per Online-Formular erforderlich.

This is a pre-essay writing course in which you will learn to compose well-structured and varied sentences. The course will deal with sentence elements and functions, 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. **You should have passed "Grammar and Style I" to register for this course!**

Scheinvergabe: Ja

Mo 16.15-17.45	Kay Henn	AS 108	2st
Di 09.15-10.45	Derek O'Brien	AS 122	2st
Di 11.15-12.45	Kay Henn	AS 122	2st
Mi 09.15-10.45	Derek O'Brien	AS 122	2st
Mi 11.15-12.45	Derek O'Brien	AS 122	2st
Do 11.15-12.45	Kay Henn	AS 116	2st

10.6 Translation I (G-E)

Anmeldung per Online-Formular erforderlich.

This course is intended to be taken after Grammar and Style I so that it can be assumed that participants have a sound understanding of the way the English tense and aspect system functions. 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, word order. The German texts that are translated will usually have been adapted in order to concentrate on these problem areas.

Scheinvergabe: Ja

Mo 14.15-15.45	Michael Shiels	AS 114	2st
Mo 16.15-17.45	Michael Shiels	AS 114	2st
Di 16.15-17.45	Peter Bews	AS 112	2st
Di 14.15-15.45	Peter Bews	AS 112	2st
Do 14.15-15.45	Kay Henn	AS 122	2st
Do 16.15-17.45	Peter Bews	AS 112	2st
Fr 09.15-10.45	Kathrin Pfister	AS 114	2st

10.7 English in Use

Vocabulary and Idiom

Derek O'Brien Do 09.15-10.45 AS 116 2st.

The aim of this course is to help you expand and enrich both your active and passive vocabulary in English. You will begin by learning how to use your dictionaries most effectively and then go on to look at such areas as *word formation*, *semantic fields*, *phrasal verbs*, *idioms*, *false friends*, and *register and style*. In addition, we will deal with various topic areas such as *politics*, *personal finance*, *health*, *the media*, *fashion*, *sport*, *education*, etc. each week by means of exercises and newspaper articles. The emphasis of the course will be on practical work–you will be confronted with a myriad of exercises to do at home and in class.

If you enjoy words and language, if you are the type of person who gets sidetracked when using a dictionary, then this is the course for you.

Literatur: The latest edition of a good English learner's dictionary will be essential for class work (e.g. *Collins Cobuild*, *Longman DCE* or *OALD*). Please bring one with you to the first class.

Scheinvergabe: Nein

Creative Writing

Peter Bews Do 18.15-19.45 AS 112 2st.

This course is intended for anyone, from any semester, who enjoys, or thinks they would/could/-might enjoy writing in English–stories, poems, film scripts, whatever. No instruction is given on how to write but you will be expected both to write yourself as well as to comment on the writing of others. As the course is also an oppportunity to practice writing, I will correct the pieces so that you can see which areas of language need brushing up. You should expect to spend the whole evening on the course as we normally continue the conversation and discussion in the "Essighaus," a local hostelry.

Scheinvergabe: Nein

11 Sprachpraxis Hauptstudium

11.1 Grammar and Style II

Anmeldung per Online-Formular erforderlich.

This course is intended for students approaching their final exams whohave already spent at least six months abroad in an English-speaking country. Please do not register if you have just completed or are still in the Grundstudium.

Peter Bews	Register	Mo 14.15-15.45	AS 112	2st.
Peter Bews	Translation into English	Mo 16.15-17.45	AS 112	2st.
Peter Bews	n.n.	Do 14.15-15.45	AS 112	2st

Scheinvergabe: Ja

Grammar and Style 2: Historical Translation

Carolyn Burmedi	Di 09.15-10.45	AS 112	2st.

Using diaries and letters as our primary source documents, we will examine biographical works from various eras and discuss the challenges of translating such texts.
Students will be expected to meet regularly in study groups outside of class in order to prepare homework assignments.
Scheinvergabe: Ja

Grammar and Stlye 2: Subtitles, Dubbing and Literary Dialogue

Carolyn Burmedi	Fr 09.15-10.45	AS 110	2st.
Carolyn Burmedi	Fr 11.15-12.45	AS 110	2st

In this course we will examine the stylistic differences between subtitling, dubbing, and literary dialogue. While there will be some translation into German from popular American television series such as *Buffy, the Vampire Slayer*, we will concentrate on translation into English using the films *Lola Rennt*, *Das Wunder von Bern*, and *Nosferatu*, and the novel and film versions of *Das Boot* and *Im Westen Nichts Neues*.
Students will be expected to meet regularly in study groups outside of class in order to prepare homework assignments.

Scheinvergabe: Ja

11.2 Translation II (E-G)

Anmeldung per Online-Formular erforderlich.

In this course you will learn to translate English-language literary texts into German using tools which help you reproduce for your readers the effects which the original authors create for theirs. To achieve this aim, you will learn the limitations of word-by-word translation and the importance of contextuality. We will see that the sentence cannot be understood and translated in isolation from the paragraph nor the paragraph in isolation from the entire text. Consequently, we will acknowledge these textual relationships and base our choices as translators on a thorough literary and linguistic analysis of the originals.Course requirements:a) steady attendance and active class participation (regular homework assignments to be handed in); b) a group project; and c) a final exam in form of an in-class translation

Scheinvergabe: Ja

Di 08.30-10.00	Karin Gunkel	AS 333	2st
Mi 09.15-10.45	Karin Gunkel	AS 333	2st
Do 08.30-10.00	Karin Gunkel	AS 333	2st
Do 11.15-12.45	Karin Gunkel	AS 108	2st

11.3 Writing II

Anmeldung per Online-Formular erforderlich.

Writing II is designed to practice and hone students' practical writing skills. The *Zwischenprüfung* is a prerequisite for all Writing II classes, and it is recommended that you take the course after your stay abroad.

Frances Colgan	Mo 09.15-10.45	AS 112	2st.
Frances Colgan	Mo 11.15-12.45	AS 112	2st.
Frances Colgan	Di 09.15-10.45	AS 113	2st.
Christopher Jones	Mi 14.15-15.45	AS 112	2st.
Matthew Fentem	Do 09.15-10.45	AS 113	2st.
Kay Henn	Do 16.15-17.45	AS 116	2st.

Ms Colgan's course is primarily focused on the preparation of "Hausarbeiten," and evaluation consists of three in-class timed writing assignments and one project paper of 8-10 pages in length.

Mr. Jones' course is designed to refine academic and professional writing style. The requirements include classroom participation, an essay, and an examination.

Mr. Fentem's course is designed to offer students practice in the effective preparation of shorter, persuasive essays (Aufsätze), in contrast to longer term papers (Hausarbeiten). While attention will certainly be paid to grammar and vocabulary difficulties (especially formal register), the main focus of the course is on the ability to produce convincing and coherent essays addressing topical cultural and geopolitical developments. This will be practiced both in the form of several homework assignments throughout the semester and in two in-class timed examinations.

In Ms Henn's class, you will be assisted and assessed in writing well thought-out essays in reasonably formal style. Your grade will be based on a combination of two essays handed in during the semester and one in-class test.

Scheinvergabe: Ja

11.4 Advanced English in Use

Advanced Vocabulary and Idiom

Carolyn Burmedi Di 11.15-12.45 AS 112 2st.

The aim of this course is to help you expand and enrich both your active and passive vocabulary in English through a myriad of authentic articles and exercises to do at home and in class.

Scheinvergabe: Nein

12 Ethisch-philosoph. Grundstudium

Prof. Schulz	Mi 09.15-10.45	Literature and Religion...	AS 113	2st.	see page 27
Anne Hoyer	Do 11.15-12.45	Men talk, women talk	AS 112	2st.	see page 11
Dr. Schiffmann	Fr 11.15-12.45	In Search of a Window...	AS 113	2st.	see page 9

13 Lektürekurse

Keine Scheinvergabe/ No Credits

Lektürekurs "Language and identity"

Prof. Hundt Mo 16.15-17.45 AS 122 1st. vierzehntägig; Beginn 3. Semesterwoche

Migration

Identity construction is something that is closely connected to our use of language. We will read and discuss a recent publication on this topic that covers the construction of national, cultural and personal identity.

You can register for this class by e-mail: Ingrid.Fauser@urz.uni-heidelberg.de

Literatur: Joseph, John E. 2004. *Language and Identity. National Ethnic, Religious*. New York: Palgrave Macmillan.

Better than Shakespeare? Nineteenth-Century American Writers and the Bard

Prof. Schulz Mo 16.15-17.45 AS 333 2st.

A half-century before George Bernard Shaw formulated his irreverent question ("Better than Shakespeare?" Introduction to *Three Plays for Puritans* [1901]), Herman Melville claimed in his review of Nathaniel Hawthorne's *Mosses from an Old Manse* (1850) "that men not very much inferior to Shakespeare, are this day being born on the banks of the Ohio." Indeed, as Melville

continued, “the day will come, when you shall say who reads a book by an Englishman that is a modern?” The question of how to respond to British literature in general and Shakespeare in particular became a serious concern for American writers ever since the campaign for a national culture began in the wake of the American Revolution. The greatest writer in English, as it seemed to Walt Whitman and others in the nineteenth century, represented a feudalistic culture fundamentally at odds with the republican and democratic principles of the United States.
Before examining American sources, we should (re-)read and discuss a representative sample of Shakespeare’s tragedies (the most common target of American polemics and revisions), including *Macbeth, King Lear*, and *Hamlet*, plus *Richard III* and *The Tempest*. The American material will be made available early on during the semester.
Please register by e-mail:
dieter.schulz@urz.uni-heidelberg.de
Beginn: April 23.

Hot Off the Press

Jakubzik/Schloss Mi 18.15-19.45 AS 333 2st.

Was bewegt gerade die Geister auf der anderen Seite des Atlantiks? In diesem Kurs betreiben wir American Studies quasi live. Zur Debatte steht das ’kulturelle Imaginäre’ der Vereinigten Staaten im aktuellen Moment. Es werden Neuerscheinungen aus unterschiedlichen Bereichen (Literatur, Politik, Gesellschaft, Film, Musik, Fernsehen) vorgestellt und kritisch diskutiert. Angestrebt wird ein Dialog zwischen “anspruchsvoller Kunst” und Popkultur. Kenntnisse in US-Amerikanischer Geistesgeschichte sind ebenso erwünscht wie zeitgenössische altagskulturelle Expertise. Die Studierenden wirken bei der Auswahl und Präsentation der Materialien aktiv mit. Um das Lesepensum erträglich zu halten, wird ein Teil der Texte in Auszügen gelesen. Der Kursplan wird flexibel gehandhabt, damit wir auf aktuelle Entwicklungen eingehen können. Siehe auch http://as.uni-hd.de/hot.