Ruprecht-Karls-Universität Heidelberg



Kommentierte Ankündigungen
Sommersemester 2008

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

Änderungen seit Redaktionsschluss:

- Die Kurse von Frau Lötsch (siehe Seiten 14 und 19) können leider nicht stattfinden; Ersatzkurse werden rechtzeitig vor Beginn der Vorlesungszeit angekündigt.

- Zusätzliches Proseminar I Literaturwissenschaft:
  Literature and Empire: An Introduction to the Study of Fictions
  D. Bhattacharyya, Donnerstag 14:15 - 15:45, 113

  This class will revisit canonical texts from British as well as Indian literature from the perspective of the colonies or the so-called "others". From *Robinson Crusoe* onwards, the narration and representation of the colonies as the "other" has been a veritable presence in British literature. This class will use canonical texts in order to analyse the ways of narrating and thereby representing the colonies by British authors and ways of "writing back" by Indian authors.
  Taking three exemplary texts – *The Passage to India* (1924) by E. M. Forster written during the British Raj, the postcolonial text, *The Shadow Lines* (1988) by Amitava Ghosh, and a British Asian novel, *Anita and Me* (1996) by Meera Syal the class will explore methods of narration, the author/ narrator perspective, the portrayal of Indians and British and character constellation. It will also try to introduce basic notions of postcolonial studies.
  Texts: E. M. Forster, *The Passage to India* (1924); Amitava Ghosh, T*he Shadow Lines*, (1988); Meera Syal, *Anita and Me*, (1996).
  Course Requirements: Students are required to give an oral presentation (1 LP), hand in a short homework assignment and a 10-12 page term paper (2 LP), and participate actively and regularly (1 LP) in discussion (V/N: 1,5 LP). Class will be held in English.
  Please read the Part I of *The Passage to India* for the first class.

- Im PS II Literaturwissenschaft „Transkulturelle Perspektiven auf den Amerikanischen Südwesten" (P. Bracher, Details siehe Seite 31) kann alternativ auch ein Schein „PS II Kulturwissenschaft/Landeskunde" erworben werden.

30. Januar 2008, H. Jakubzik

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1 Einleitung

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, Leistungspunktevergabe 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 26. Januar 2008.

1.1 Termine und Fristen

Allg. Vorlesungsbeginn am Anglistischen Seminar: Dienstag, 8. April 2008

Ende der Vorlesungszeit: Samstag, 19. Juli 2008

Orientierungseinheit für Studienanfänger: Mittwoch, 2. April 2007

Anmeldefrist: 24. März bis einschließlich 3. April 2008

1.2 Der Bachelor Studiengang

Seit Wintersemester 2007/2008 bietet das Anglistische Seminar folgende Bachelor-Studiengänge an:

- 25% BA Englische Sprachwissenschaft
- 25% BA Englische Literaturwissenschaft
- 25% BA Englische Kulturwissenschaft
- 50% BA Englische Sprach-, Literatur- und Kulturwissenschaft
- 75% BA Englische Sprach-, Literatur- und Kulturwissenschaft

Welche Lehrveranstaltungen Sie im Bachelor belegen sollten, sehen Sie am besten an der Modularisierung, die Sie in der Rubrik „Studium“ von unserer Homepage herunterladen können. Selbstverständlich werden Sie auch am Orientierungstag informiert.

Die Modulzugehörigkeit der Lehrveranstaltungen finden Sie im vorliegenden Dokument jeweils in einer kleinen Tabelle unter der Kapitelüberschrift. Dort finden Sie auch Angaben über die jeweils vergebenen Leistungspunkte (weitere Details dazu stehen zum Teil in den einzelnen Kursbeschreibungen).

Die Namen der Kurstypen haben sich zum Teil gegenüber den Bezeichnungen im Lehramts- und Magisterstudiengang geändert. Im vorliegenden Vorlesungsverzeichnis werden immer beide Bezeichnungen geführt; zuerst die neue Bezeichnung, und dann, durch einen Schrägstrich getrennt, die alte. Z.B. bedeutet „Grammar/Grammar and Style I“, dass BA-Studierende hier einen „Grammar“ Schein erwerben können, während Lehramts- und Magisterstudierende den Schein „Grammar and Style I“ erwerben können.

Die weniger offensichtlichen Fälle sind in folgender Tabelle verzeichnet:

Aktuelle Bez.	BA	Lehramt und Magister
Proseminar I Kulturwissenschaft (anwendungsorientiert)/ Landeskunde	Proseminar I Kulturwissenschaft (anwendungsorientiert)	Landeskunde
Proseminar I Kulturwissenschaft (theoretisch)	Proseminar I Kulturwissenschaft (theoretisch)	-- kein Schein --
Proseminar II Kulturwissenschaft/ Landeskunde	Proseminar II Kulturwissenschaft	Landeskunde
Proseminar II moderne Sprachwissenschaft	Proseminar II moderne Sprachwissenschaft	Proseminar I Sprachwissenschaft
English in Use	English in Use	-- kein Schein --
Advanced English in Use	Advanced English in Use	-- kein Schein --

1.3 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.

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:

Sie müssen sich für mindestens zwei der angebotenen Kurse anmelden. **Neu ist in diesem Sommersemester, dass Sie bei einigen Kurstypen vier Alternativen angeben müssen**. Diese Regelung ist erforderlich, um eine gleichmäßige Verteilung der Studierenden auf alle Kurse und damit die bestmögliche Betreuung zu gewährleisten.

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 die weiteren Kurse mit entsprechenden niedrigeren Prioritäten, den zweiten Kurs also mit 8, den dritten mit 7 etc.

Beispielsweise könnte Ihre Anmeldung zu *Pronunciation Practice BE* so aussehen, wenn Sie lieber einen Kurs am Mittwoch besuchen möchten, aber auch am Freitag Zeit hätten:

Pronunciation Practice, Zipp, Mittwoch 11.15 – 12.00 9 Punkte
Pronunciation Practice, Zipp, Freitag 11.15 – 12.00 4 Punkte

Der Zeitpunkt der Anmeldung während der Anmeldefrist hat keinen Einfluß auf die Berücksichtigung Ihrer Wünsche. Wer sich sehr früh anmeldet wird nicht anders behandelt als jemand, der sich eher spät anmeldet. Während des Anmeldezeitraums können Sie Ihre Auswahl jederzeit 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 „Grammar/Grammar and Style I“, „Pronunciation Practice/Begleitkurse Phonetik AE“ etc. Das weitere Vorgehen erklärt sich von selbst.

Auf der Homepage der Anglistik gibt es darüber hinaus in der Rubrik „SignUp“ einen Bildschirmfilm, der das Anmelden vorführt.

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 Ansprechpartner 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).

1.4 Orientierungseinheit für Studienanfänger

Am Mittwoch, dem 2. April 2008 findet in Raum 108 des Anglistischen Seminars von 10 bis 18 Uhr eine Orientierungseinheit für Studienanfänger statt. Dieses eintägige Tutorium, das aus Studiengebühren finanziert wird, 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. Kathrin Pfister

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://lsf.uni-heidelberg.de ist immer die der Homepage Anglistik aktuell.

Endredaktion: H. Jakubzik & D. Hock

Redaktionsschluss: 26.1.2008

2 Vorlesungen

2.1 Vorlesung moderne Sprachwissenschaft

Bachelor-Modul	**Studiengang/Semester**
Linguistic Core Studies	25% Sprachwissenschaft, 50% oder 75% 2.-3. Semester
Intermediate Studies Linguistics and Literature	75% Wahlpflichtmodul 4.-6. Semester
Intermediate Studies Linguistics and Culture	75% Wahlpflichtmodul 4.-6. Semester

4 Leistungspunkte

English in Great Britain and America (fortnightly)

Prof. Hundt Donnerstag 11:15 – 12:45 333 1st.

The topic of the lecture series is not simply British (BrE) and American English (AmE) – or a structural description of probably the two most well known varieties of English world-wide. It will also cover varieties of English in the British Isles (i.e. beyond England) and America (i.e. beyond the U.S.) as well as variation within English English (EngEng) and AmE.

Texts: Trudgill, Peter and Jean Hannah. ^{4}2002. *International English. A Guide to Varieties of Standard English*. London: Arnold.
Gramley, Stephan and Kurt-Michael Pätzold. ^{2}2004. *A Survey of Modern English*. London: Routledge. (chapters 10-12)
Course Requirements: For BA students: regular attendance and additional reading assignments (1 CP); preparation/homework (2 CP); oral or written exam (1 CP).

2.2 Vorlesungen Literaturwissenschaft

Bachelor-Modul	**Studiengang/Semester**
Literary Core Studies	25% Literaturwissenschaft, 50% oder 75% 2.-3. Semester
Intermediate Studies Literature	25% Literaturwissenschaft, 4.-5. Semester
Intermediate Studies Linguistics and Literature	75% Wahlpflichtmodul 4.-6. Semester
Intermediate Studies Linguistics and Culture	75% Wahlpflichtmodul 4.-6. Semester

4 Leistungspunkte

Gesellschaft und Roman im viktorianischen England

Prof. Schäffner Donnerstag 11:15 – 12:45 110 2st.

Die Vorlesung ist konzipiert als eine Einführung in die Geschichte der englischen Gesellschaft und des englischen Romans im viktorianischen Zeitalter. Ein Hauptaugenmerk wird auf der Wechselwirkung zwischen gesellschaftlichen, politischen, geistes- und literaturgeschichtlichen Entwicklungen liegen. Besondere Berücksichtigung finden Charles Dickens, William M. Thackeray, die Brontës, George Eliot, George Meredith, Thomas Hardy und Joseph Conrad.

Scheinerwerb: Für BA-Studierende: Regelmäßige Teilnahme (1 LP); Vor- und Nachbereitung (2 LP); Leistungsnachweis: Schriftliche Prüfung (1 LP).

Literarische Intertextualität

Prof. Schöneich Donnerstag 09:15 – 10:45 110 2st.

Anspielung und Zitat gehören zu den grundlegenden Verfahrensweisen der Literatur. Die Vorlesung möchte anhand von ausgewählten Beispielen von der Renaissance bis zur Postmoderne zum breiten Lesen anregen, wobei zwei Aspekte im Zentrum des Interesses stehen sollen: Zum einen ist der einzelne Text in der Regel nicht vollständig aus sich selbst heraus verstehbar, sondern seine Bezüge zu anderen Texten – etwa gemeinsame Motive und Stoffe, die Frage der Gattungszugehörigkeit etc. – spielen eine wichtige Rolle. Zum anderen eröffnet die Beschreibung der intertextuellen Verfahren einzelner Autorinnen und Autoren über das rein Literarische hinaus den Blick auf die historischen Bedingungen des jeweiligen Texts.

Text: Graham Allen. *Intertextuality*. The New Critical Idiom. London, 2000.
Scheinerwerb: Für BA Studierende: Regelmäßige Teilnahme (1 LP); Vor- und Nachbereitung (2 LP); Hausarbeit (1 LP).

Realismus und Naturalismus in der amerikanischen Literatur

Prof. Schulz Montag 11:15 – 12:45 HS 15 2st.

Die Entwicklung der USA war in den Jahrzehnten nach dem Bürgerkrieg durch eine ungeheure wirtschaftliche Dynamik (Erschließung des Westens; Industrialisierung; Masseneinwanderung) gekennzeichnet, die zu erheblichen sozialen Spannungen führte. Teils an die einheimische *local color*-Bewegung anknüpfend, teils an den großen europäischen Vorbildern (Flaubert, Zola, Tolstoj u.a.) orientiert, entwickelten die amerikanischen Realisten und Naturalisten von Mark Twain und William Dean Howells bis hin zu Kate Chopin und Theodore Dreiser einen Literaturtypus, der einerseits ein differenziertes, ‚objektives' Bild der USA zu vermitteln sucht, andererseits zumindest punktuell immer wieder an die Verheißung des Amerikanischen Traums appelliert und somit eine utopische Dimension zur Geltung bringt.

Text: *The Norton Anthology of American Literature*. Ed. Nina Baym et al. Seventh Edition. New York 2007. Vol. C.

Scheinerwerb: Für BA-Studierende: Regelmäßige Teilnahme (1 LP); Vor- und Nachbereitung (2 LP); Leistungsnachweis: Schriftliche Prüfung (1 LP).

Novel into Film

Prof. Schöneich Dienstag 11:15 – 12:00 110 2st.

Im Zentrum der Veranstaltung steht die vergleichende Betrachtung klassischer englischer Romane (vgl. „Lektüreliste zur Vorbereitung auf das Staatsexamen" im Studienführer) und ihrer Verfilmungen bzw. filmischen Bearbeitungen. Am Montag, den 14. April, findet neben einer Vorbesprechung eine einführende Vorlesung zu grundsätzlichen Aspekten der Thematik statt. Ansonsten wird montags der Film gezeigt, der am nächsten Tag Gegenstand des *lecture seminar* ist: In zwei zur Diskussion hin offenen Vorträgen werden Roman und Film in ihren Grundzügen vorgestellt.

Anmeldung: siehe Seminar Cultural Studies Seite 35.
Texte: Folgende Titel sind vorgesehen: *Pride and Prejudice* (Austen), *Wuthering Heights* (E. Brontë), *Jane Eyre* (Ch. Brontë), *Great Expectations* (Dickens), *Tess of the d'Urbervilles* (Hardy), *Lord Jim* (Conrad), *A Passage to India* (E.M. Forster), *Mrs Dalloway* (Woolf), *1984* (Orwell), *Brideshead Revisited* (Waugh), *The French Lieutenant's Woman* (Fowles), *The Remains of the Day* (Ishiguro).
Scheinerwerb: Für BA Studierende: Regelmäßige Teilnahme (1 LP); Vor- und Nachbereitung (2 LP); Hausarbeit (1 LP).

2.3 Vorlesung Kulturwissenschaft

Bachelor-Modul	**Studiengang/Semester**
Cultural Core Studies	25% KW, 50% oder 75% 2.-3. Semester
Intermediate Studies Culture	25% KW, 4.-5. Semester
Intermediate Studies Linguistics and Literature	75% Wahlpflichtmodul 4.-6. Semester
Intermediate Studies Linguistics and Culture	75% Wahlpflichtmodul 4.-6. Semester

4 Leistungspunkte

Culture and Identity

Dr. Herbrechter Mittwoch 09:15 – 10:45 108 2st.

Contemporary Western societies seem obsessed with questions of identity and its relation to culture. 'Identity politics' therefore, quite naturally, has been constituting a major focus of cultural theory and cultural studies in the past decades. This course critically tracks the development of the link between culture and identity and questions its apparent obviousness by analysing changes in current conceptualisations of both identity and culture. It focuses on processes of cultural identification and provides the conceptual tools that will enable students to evaluate theories of the subject, ideology,

power, politics and technics. Particular emphasis is placed on the role of difference and otherness, and conscious and unconscious aspects of identification, embodiment and inscription.

Texts: Du Gay, Paul, ed. (2000) *Identity: A Reader*, London: Routledge.
Easthope, Antony and Kate McGowan, eds. (2004) *A Critical and Cultural Theory Reader*, Maidenhead: Open University Press.
Hall, Donald E. (2004) *Subjectivity*, London: Routledge.
Mansfield, Nick (2001) *Subjectivity: Theories of the Self from Freud to Haraway*, New York: New York Univ. Pr.
Course Requirements: For BA students: regular attendance (1 CP); preparation/homework (2 CP); oral or written exam (1 CP).

3 Einführungsveranstaltungen

3.1 Einführung in die Englische Phonetik und Phonologie

Bachelor-Modul	**Studiengang/Semester**
Phonetics	25% Sprachwiss., 25% Literaturwiss. oder 25% Kulturwissenschaft, 1.-2. Semester
Phonetics, Grammar, Writing	50% 1.-3. Semester; 75% 1.-2. Semester

3,5 Leistungspunkte

Introduction to English Phonetics and Phonology

Dr. Löw-Wiebach Montag 11:15 – 12:45 Neue Aula 2st.

In its first part, the lecture will provide you with the basics of phonetics and phonology in general. As a second step, we will then consider the sound system of the English language in particular. We will first have a closer look at the English consonants and vowels (monophthongs and diphthongs) before we move on to the supra-segmental features (intonation, stress, etc.). The final chapter will be dedicated to accents of English worldwide.
The reference accents in the lecture will be Received Pronunciation (RP) for British English and General American (GA) for American English.
There will also be a practical component concerned with the phonemic transcription of English texts.
In addition to the lecture, students need to take a *Begleitkurs Phonetik (AE or BE)* in the language lab (Zentrales Sprachlabor), preferably in the same semester.

Registration: You do not need to register for the lecture, but sign up online for the *Begleitkurs*. (See also page 51)
Texts: For both lecture and Begleitkurs:
Walter Sauer (2006), *A Drillbook of English Phonetics*, 3rd edition, Heidelberg: Winter. (For BE)

Walter Sauer (2006), *American English Pronunciation: A Drillbook*, 3rd edition. Heidelberg: Winter. (For AE)

Note that you can also use the 2nd edition of both books.
The materials for the lecture can be downloaded from the *Elektronischer Semesterapparat* at http://esem.uni-hd.de.
Scheinerwerb: Kontaktzeit (1 LP); Vor- und Nachbereitungszeit (1,5 LP); Abschlussklausur (60 Minuten; 1 LP).

3.2 Einführung Sprachwissenschaft

Anmeldung per Online-Formular erforderlich.

Für den Scheinerwerb ist die Teilnahme an den Begleittutorien erforderlich, zu denen Sie sich vor Semesterbeginn online anmelden müssen. Die Termine der Tutorien standen am Redaktionsschluss dieses Dokuments (26.1.2008) noch nicht fest. Bitte informieren Sie sich rechtzeitig auf den Internetseiten des Instituts: www.as.uni-hd.de.

Bachelor-Modul	**Studiengang/Semester**
Introduction to Linguistics	25% Sprachwissenschaft, 1. Semester
Introduction Module	50% oder 75% 1. Semester

5 Leistungspunkte

Introduction to English Linguistics

Prof. Hundt Montag 09:15 – 10:45 H 13 2st. + 2st. Tutorium

The aim of this lecture course is to 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 and sociolinguistics, 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 during and 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. ²2004. *A Survey of Modern English*. London and New York: Routledge.
Ernst Leisi und Christian Mair. ⁸1999. *Das heutige Englisch: Wesenszüge und Probleme*. Heidelberg: Winter.
Paul Georg Meyer et al. 2002. *Synchronic English Linguistics. An Introduction*. Tübingen: Gunter

Narr Verlag.
Course Requirements: Regular attendance of lecture course (1 CP) and tutorial (1 CP); preparation/homework assignment (2 CP) and a written exam (1 CP).

3.3 Einführung Literaturwissenschaft

Anmeldung per Online-Formular erforderlich.

Für den Scheinerwerb ist die Teilnahme an den Begleittutorien erforderlich, zu denen Sie sich vor Semesterbeginn online anmelden müssen. Die Termine der Tutorien standen am Redaktionsschluss dieses Dokuments (26.1.2008) noch nicht fest. Bitte informieren Sie sich rechtzeitig auf den Internetseiten des Instituts: www.as.uni-hd.de.

Bachelor-Modul	**Studiengang/Semester**
Introduction to Literature	25% Literatur- oder Kulturwissenschaft, 1. Semester
Introduction Module	50% oder 75% 1. Semester

5 Leistungspunkte

Einführung in die Literaturwissenschaft

Prof. Schloss Donnerstag 11:15 – 12:45 Neue Universität 2st. + 2st. Tutorium

Die erfolgreiche Teilnahme an einer Einführungsveranstaltung Literaturwissenschaft ist die Voraussetzung für die Aufnahme ins literaturwissenschaftliche Proseminar und zugleich Teil der Orientierungsprüfung. Die Vorlesung hat zum Ziel, die Studierenden an literaturwissenschaftliche Arbeitsweisen heranzuführen. Dabei geht es neben grundsätzlichen Fragen wie „Was ist Literatur", „Was leisten literaturwissenschaftliche Modelle?" um eine Einführung in die Stilanalyse sowie in die Analyse der drei literarischen Großgattungen (Lyrik, Drama, Erzählprosa). Die begleitenden Tutorien vermitteln den Umgang mit Hilfsmitteln und Arbeitstechniken (Anfertigen einer wissenschaftlichen Hausarbeit, Benutzung von Nachschlagewerken, Bibliographien, Bibliotheken); sie bieten außerdem die Gelegenheit, über Studienprobleme und Zielvorstellungen in der Ausbildung zu diskutieren. Die Vorlesung wird in englischer Sprache abgehalten.

Texte: Zu den klausurrelevanten Primärtexten gehören:
Shakespeare, William. *Hamlet*. Ed. Neil Taylor and Ann Thompson. The Arden Shakespeare, Third Series. London: Thompson Learning, 2006.
James, Henry. *The Turn of the Screw: Authoritative Text, Contexts, Criticism*. Norton Critical Edition. New York: W.W. Norton, 1999.
Zur begleitenden Lektüre empfohlen: Nünning, Ansgar und Vera Nünning. *An Introduction to the Study of English and American Literature*. Uniwissen Anglistik/Amerikanistik. Stuttgart: Klett, 2004.
Scheinerwerb: Regelmäßige Teilnahme an Vorlesung (1 LP) und Tutorium (1 LP); Vor- und Nachbereitungszeit (2 LP); Abschlussklausur (1 LP).

4 Proseminare

4.1 Proseminar I Sprachwissenschaft

Bachelor-Modul	**Studiengang/Semester**
Linguistic Core Studies	25% Sprachwissenschaft, 50% oder 75% 2.-3. Semester

5,5 Leistungspunkte

Introduction to English Morphology and Word Formation

Anne Buschkühl Mittwoch 11:15 – 12:45 110 2st.

Morphology studies the structure and classification of words. However, what exactly is a word? Can we divide words into smaller units? How can speakers of a language form new words? Are there any rules which they follow to make the new words acceptable in the linguistic community? These and other questions will form the basis of this seminar. The focus will not lie so much on reviewing different linguistic theories as on a hands-on approach to understanding important morphological processes at work. To gain a deeper understanding of the English morphological system we will also consider its historical background and its position in relation to other languages of the world.

Registration: To register please send an e-mail to anne.buschkuehl@urz.uni-heidelberg.de.
Text: Carstairs-McCarthy, Andrew. 2002. *An Introduction to English Morphology. Words and Their Structure.* Edinburgh: Edinburgh University Press.
Course Requirements: Extensive reading and homework with assignments (1,5 CP); regular attendance and active participation (1 CP); short oral presentation or equivalent (1 CP); final exam (2 CP).

English Lexicology

Dr. Biewer Dienstag 09:15 – 10:45 113 2st.

How many English words do we know and how do we learn them? How many possibilities are there to expand the English lexicon? What is the origin of words such as *serendipity*, *magpie* or *ok*? What was the influence of French on the English lexicon after 1066? What is the difference between polysemy and homonymy? And does the word *kiwi* mean the same in British English and New Zealand English? English lexicology is the study of the structure, the history and the use of the vocabulary of the English language and tries to answer questions like these. It deals with the morphology of words, their etymology, the growth of the lexicon through word-formation and borrowing, regional diversity and stylistic variation in the usage of words, semantics and the words in our mind. Moreover, there is the lexicographer's work to document the English lexicon by compiling dictionaries and the enjoyment of words by poets and novelists. This seminar, as an introduction to English lexicology, will cover all these different aspects of this field, giving an

insight into the fascinating world of the English word. To register, please put your name on the list outside office 232.

Texts: Katamba, Francis. 2005.² *English Words – Structure, History, Usage.* London: Routledge
Jackson, Howard & Etienne Zé Amvela. 2000. *Words, Meaning and Vocabulary.* London: Cassell.
Stockwell, Robert & Donka Minkova. 2001. *English Words: History and Structure.* Cambridge: CUP.
Course Requirements: Regular and active participation (1 CP); oral report (1 CP); homework/assignment (1,5 CP); term paper (2 CP).

Introduction to Sociolinguistics

Nina Lötsch Mittwoch 14:15 – 15:45 108 2st.

Broadly speaking, the topic of sociolinguistics can be described as "the relationship between language and the social context in which it is used" (Holmes 2001: 373). Thus, speakers from different social groups, different regions and of different age differ in their speech. Even one speaker does not always speak the same way, but uses different phonemes, morphemes, syntactic constructions or even different languages when speaking in various social contexts. The linguistic choices speakers make are determined by so-called 'social variables', characterising the speaker himself and his or her interlocutor(s) (i.e. their age, relative status, gender etc.), but also by other factors, such as the degree of familiarity between speakers, the will to accommodate to the interlocutor(s), etc.
In this course, we will analyse the factors determining language use in society and the types and functions of linguistic variation. We will also have a look at the attitudes people hold towards languages or varieties of a language, which are a further issue sociolinguistics deals with. Examining older and more recent studies in sociolinguistics, we will also discuss the methodology of this discipline.

Texts for preparation: Holmes, Janet 2001. *An introduction to sociolinguistics*. Harlow²: Longman. / Wardhaugh, Ronald 2006. *An introduction to sociolinguistics*. Malden, Mass.[5]: Blackwell.
Course Requirements: Regular attendance and active participation (1 CP); course preparation/homework assignments (1,5 CP); oral presentation with detailed handout (1 CP); term paper (2 CP).

Introduction to text linguistics

Nina Lötsch Freitag 11:15 – 12:45 333 2st.

Description see online at http://www.as.uni-heidelberg.de/kvv/index.php4.

Course Requirements: Regular attendance and active participation (1 CP); course preparation/homework assignments (1,5 CP); oral presentation with detailed handout (1 CP); term paper (2 CP).

Discourse Analysis

Dorothea Halbe Dienstag 14:15 – 15:45 122 2st.

Discourse Analysis is concerned with the way language is used in larger pieces of spoken or written texts. Thus, we will look first at the methods employed to analyse texts systematically so as to then be able to look at discourses and their analyses from different fields, e.g. politics, business, interethnically...

Registration: To register, send me an email: dorothea.halbe@as.uni-heidelberg.de. Please specify whether you want credits for this course or not.
Text: Introductory Reading: Brown, Gillian & Yule, George (1991): *Discourse Analysis*. Cambridge: CUP.
Course Requirements: You need to have passed 'Introduction to Linguistics'.
The course will be continually assessed: participation (1 CP); preparation/assignment (1,5 CP); presentation (1 CP); exam (2 CP).

Perspectives on Language: A Close-Reading Course

Dr. Polzenhagen Mittwoch 11:15 – 12:45 114 2st.
Dr. Polzenhagen Freitag 11:15 – 12:45 113 2st.

Linguists have analysed and analyse their target field "language" from various specific perspectives. Dominant ways of approaching and viewing language(s) include: LANGUAGE AS A SYSTEM (in structuralism), LANGUAGE AS A TOOL (in functionalism), LANGUAGE AS AN ORGAN / INSTINCT (in generative grammar), LANGUAGES AS FAMILIES (in historical linguistics), LANGUAGE AS CULTURAL IDENTITY (romantic linguistics), LANGUAGES AS SPECIES (ecolinguistics). In the course, we will trace these and other influential conceptualisations of language in representative key texts of their major proponents (e.g. de Saussure, Jakobson, Chomsky, Jespersen, Whorf, Searle, Grice, Labov, Haugen, Fillmore, Lakoff). The course is hence, first of all, a call for getting to know the various theoretical models through a close reading of their primary key texts. The second objective is to show that each of these expert models highlights certain aspects of 'language' and, in turn, hides others. Complementing the focus on "expert models", the course participants will be asked to investigate "folk models" and "folk beliefs" of language in a small research assignment.

Texts: A reader with the course material will be made available
Course Requirements: Regular and active participation (1 CP); in-class presentation (1.5 CP); written version of the in-class presentation [6 pages] (1.5 CP); small research assignment (1.5 CP).

Cross-cultural Pragmatics

Dorothea Halbe Mittwoch 14:15 – 15:45 333 2st.

Pragmatics deals with the way humans communicate and make sense of others utterances. This is culture-specific. In this seminar we will first look at the basics of pragmatics and then at how they

apply in different cultures, e.g. why it may be an insult or an expected formality to thank a person depending on the respective culture.

Registration: To register, send me an email: dorothea.halbe@as.uni-heidelberg.de. Please specify whether you want credits for this course or not.
Texts: Introductory works:
Mey, Jacob L. (2001): *Pragmatics. An Introduction*. Oxford: Blackwell.
Huang, Yan (2007): *Pragmatics*. Oxford: OUP.
Blum-Kulka, Shoshana & Juliane House & Gabriele Kasper (Eds). (1989): *Cross-Cultural Pragmatics: Requests and Apologies.* Norwood, New Jersey: Ablex.
Course Requirements: You need to have passed 'Introduction to Linguistics'.
The course will be continually assessed: participation (1 CP); preparation/assignment (1,5 CP); presentation (1 CP); exam (2 CP).

4.2 Proseminar II historische Sprachwissenschaft (Überblick)

Bachelor-Modul	**Studiengang/Semester**
Intermediate Studies Linguistics	25% Sprachwissenschaft 4.-5. Semester
Intermediate Seminar Linguistics and Literature	50% Wahlpflichtmodul 4.-6. Semester
Intermediate Seminar Linguistics and Culture	50% Wahlpflichtmodul 4.-6. Semester
Intermediate Studies Linguistics and Literature	75% Wahlpflichtmodul 4.-6. Semester
Intermediate Studies Linguistics and Culture	75% Wahlpflichtmodul 4.-6. Semester

6 Leistungspunkte

Historische Phonologie

Matthias Eitelmann Montag 16:15 – 17:45 115 2st.

"[I]n form of speech is chaunge / Within a thousand year", Chaucer writes in Troilus and Criseyde (ca. 1385), continuing "... and wordes (...) now wonder nyce and straunge / Us thinketh them; and yet they sp[o]ke them so". Not only does this statement testify to a general realization of language change in Middle English times, it also refers to an evident awareness of far-reaching changes in specifically the sound system of a language. Indeed, the English language in particular has undergone a number of drastic sound changes the impact of which can still be felt when a closer look is taken at the huge discrepancy between spelling and pronunciation in Present-Day English. Taking synchronic variation in everyday speech as a starting-point for our discussion, we will first delve into the terminology of articulatory phonetics, phonology and phonological change and clarify internal and external causes of language change (with special emphasis on sound changes). Adopting then a diachronic stance, we will take those sound changes into consideration that differentiate the Germanic languages from the Indo-European language family and Old English from its West-Germanic 'siblings'. As a next step, we will examine the major phonological changes of Old English, Middle English and Early Modern English. As sound changes are always reflected in spelling variants, we will also be concerned with attempts of representing speech in writing

accurately. Finally, we will turn to dialectal variation, primarily contemporary Estuary English (which descends from 19th-century Cockney), American English and Pidgin English (in each case strictly focussing on their respective phonemic inventories and implications of phonological variation).

Texts: Recommended for introductory reading:
the chapter on "The Sound System" in David Crystal, The Cambridge Encyclopedia of the English Language (1995), pp. 236-249, and the chapter on "Language Change" in David Crystal, The Cambridge Encyclopedia of Language (1987), pp. 328-333.
Other relevant texts will be made available in the course of the semester. Please make sure to re-acquaint yourselves with the most important key terms of (articulatory) phonetics and phonology.
Course Requirements: Active and regular participation (1 CP) and preparation (2 CP), in-class presentations (1 CP) as well as either a final written exam in the last week of term, an oral exam or a Hausarbeit (depending on Studiengang; 2 CP).

An Introduction to the History of English

Dr. Polzenhagen Dienstag 09:15 – 10:45 110 2st.

This course will give an introductory overview of the development of the English language. In its first part, we will look at the main historical periods of the English language (Old English, Middle English, Early Modern English). Here, the focus will be on the reflection of historical changes and socio-cultural realities in the development of the lexicon of English. In the second part of the course, some theoretical and methodological problems and approaches in studying historical varieties will be discussed. In the third part, we will deal with specific kinds of changes (phonological, morphological, syntactical, lexical and conceptual) that have taken place in the history of English in more detail. Finally, a brief introduction to diachronic computer corpora of English will be given.

Texts: A reader with the course material will be made available
Course Requirements: Regular and active participation (1 CP); preparation/homework assignments (2 CP); presentation and written version of the in-class presentation (6 pages; 2 CP); written end-of-term test (1 CP).

Overview of the History of English (Blockseminar)

Dorothea Halbe Freitag 11:15 – 16:30 (with a 45 min. brake) 112

We will look at the different stages from Old to Present Day English both linguistically as well as historically in so far as this is helpful for understanding changes in the language. Each session (apart from the introductory one and the exam) will cover one period.

Dates: The first session is on Fri, 18th April (finishes one hour earlier).
Further sessions are on 9th May, 30th May, 13th June, 11th July and 25th July.
Registration: To register, send me an email: dorothea.halbe@as.uni-heidelberg.de. Please specifiy whether you want credits for this course.

Texts: We will mainly use:
Baugh, Albert C. & Thomas Cable (2006): *A History of the English Language*. London / New York: Routledge.
Brinton, Laurel & Arnovik, Leslie (2006): *The English Language: a linguistic history*. Oxford: OUP.
van Gelderen, Elly (2006): *A History of the English Language*. Amsterdam: Benjamins.
Course Requirements: You need to have passed the 'Introduction to Linguistics' and a PSI in Linguistics.
The course will be continually assessed: participation (1 CP); preparation/assignment (2 CP); presentation (1 CP); exam (2 CP).

4.3 Proseminar II historische Sprachwissenschaft (Periode)

Bachelor-Modul	**Studiengang/Semester**
Intermed. Sem. Linguistics, Literature & Culture	75% 3.-5. Semester
Intermediate Studies Linguistics and Literature	75% Wahlpflichtmodul 4.-6. Semester
Intermediate Studies Linguistics and Culture	75% Wahlpflichtmodul 4.-6. Semester

6 Leistungspunkte

Einführung ins Altenglische

Priv.-Doz. Dr. Insley Mittwoch 11:15 – 12:45 116 2st.

Das Proseminar hat das Altenglische des 9.–11. Jahrhunderts als Gegenstand, eine westgermanische Sprache, die wesentlich anders als das heutige Englisch aufgebaut ist und eher mit dem Althochdeutschen und Neuhochdeutschen zu vergleichen ist. Neben der Übersetzung einfacher ae. Prosatexte sollen ausgewählte Probleme der Sprachgeschichte des Altenglischen (Phonologie, Morphologie, Lehngut, Wortbildung und Semantik) behandelt werden. Der Stoff soll von den Teilnehmern zunächst häuslich erarbeitet und dann in den Seminarsitzungen erörtert und vertieft werden.

Anmeldung: unter john.insley@as.uni-heidelberg.de.
Teilnahmevoraussetzung: PS 1 (Sprachwissenschaft); die Note wird auf der Grundlage einer Übersetzungsaufgabe und einer Abschlussklausur vergeben.
Texte: Kursbuch und möglichst anzuschaffen: Obst, Wolfgang und Florian Schleburg. 2004, *Lehrbuch des Altenglischen* (Heidelberg: Winter).
Als vertiefende Lektüre zu empfehlen ist: Hogg, Richard. 2002. *An Introduction to Old English.* Edinburgh UP.
Course Requirements: Regular attendance (1CP); preparation/homework and translation (2 CP) and oral presentation (1 CP); final examination (2 CP).

Einführung ins Mittelenglische

Nina Lötsch Dienstag 09:15 – 10:45 333 2st.

Unter dem Mittelenglischen wird im Allgemeinen „die Sprache Chaucers“ verstanden, obwohl diese Sprachstufe eine viel größere Zeitspanne als das Wirken des mittelalterlichen Hofbarden umfasst und in sich regional und sozial stark differenziert ist.
Ausgewählte Passagen aus Chaucers Canterbury Tales (entstanden gegen Ende des 14. Jahrhunderts) bilden in diesem Seminar dennoch die Grundlage zur Betrachtung der wichtigsten phonologischen, morphologischen, syntaktischen und lexikalischen Aspekte des Mittelenglischen, nicht ohne jedoch einen Ausblick auf regionale Unterschiede und chronologische Entwicklungen zu gewähren. Auch soziolinguistische Fragen, wie etwa die nach der Funktionszuordnung der englischen Sprache gegenüber Französisch und Latein im mittelalterlichen England, oder die nach der Herausbildung eines schriftlichen Standards des Englischen gegen Ende der mittelenglischen Periode, sollen untersucht werden. Zu jeder Stunde werden zudem ausgesuchte Passagen aus den Canterbury Tales übersetzt und im Plenum diskutiert.

Texts: Horobin, Simon & Jeremy Smith 2002. *An Introduction to Middle English*. Edinburgh: Edinburgh University Press.
Moessner, Lilo & Ursula Schäfer 1987. *Proseminar Mittelenglisch: Lehrbuch mit Texten, Grammatik und Übungen*. Tübingen²: Francke.
Course Requirements: Regular attendance and active participation (1 CP); course preparation/homework assignments (2 CP); oral presentation with detailed handout (1 CP); exam (2 CP).

Einführung ins Frühneuenglische

Dr. Isermann Freitag 09:15 – 10:45 113 2st.

Das Proseminar soll zum einen 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 ein *Reader* mit fne. Texten und Darstellungen der zu behandelnden Themen, der durch einige zusätzliche Texte ergänzt wird.

Anmeldung:Verbindliche Anmeldung auf der Liste an meiner Tür (R 325) oder schriftl. über mein Postfach (bitte keine Mails).
Text: Zur vorbereitenden Lektüre wird empfohlen: A. C. Baugh/T. Cable, *A History of the English Language*, London 1993, 187-289.
Course Requirements: regular attendance (1 CP); course preparation (2 CP); oral presentation (1 CP); final test (1 CP); short term paper (due 15 March; 1 CP).

English in the 19th and 20th Century

Dr. Biewer Dienstag 14:15 – 15:45 116 2st.

Joan Beal once called the 19th century one of the two "Cinderellas of English historical linguistic study". Until recently historical linguistics focussed on the fundamental changes of the English language previous to 1700. It is only since the turn of the millennium that research has turned to the 18th and 19th century, in which English starts resembling the language we use today. The 19th century saw socio-historical events such as the Industrial Revolution and Victorian imperialism which both left a mark on the English language. It is also the period in which colonialism transports English into the colonies, from which the many new varieties of English emerge. It will be interesting to discuss whether in the development of English in the 20th century we can trace the heritage of the 19th century, the impact of the First and Second World War and whether we can prophesy future developments of the English language. The seminar will cover the two periods between 1800 and 2000, give an insight into the socio-cultural background of the two periods and will cover in turn aspects of phonology, grammar, the lexicon, onomastics, literary language, and (post-)colonial English. To register, please put your name on the list outside office 232.

Texts:
Görlach, Manfred. 1999. *English in the Nineteenth Century. An Introduction*. Cambridge: CUP.
Joan C. Beal. 2004. *English in Modern Times 1700-1945*. London: Arnold.
Romaine, Suzanne (ed.). 1998. *The Cambridge History of the English Language*, vol. iv, 1776-1997. Cambridge: CUP.
Mair, Christian. 2006. *Twentieth-Century English*. Cambridge: CUP.
Course Requirements: regular and active participation (1 CP); oral report (1 CP); homework/assignment (2 CP); final class test (2 CP).

4.4 Proseminar II moderne Sprachwissenschaft

Studierende im Lehramts- oder Magisterstudiengang können hier einen **Proseminar I Sprachwissenschaft** Schein erwerben.

Bachelor-Modul	**Studiengang/Semester**
Intermediate Studies Linguistics and Literature	75% Wahlpflichtmodul 4.-6. Semester
Intermediate Studies Linguistics and Culture	75% Wahlpflichtmodul 4.-6. Semester

6 Leistungspunkte

An Introduction into Chomsky's Universal Grammar

Dr. Schiffmann Freitag 12:15 – 13:45 114 2st.

This is my fourth seminar on the history of Noam Chomsky's generative grammar, and presumably the most interesting one since it covers developments from the mid-eighties right up to the present. Since most Chomsky's linguistic writings of the period have become too technical for the ordinary

person, the seminar will be based not on one of Chomsky's own books, but on the latest edition of what I consider the best text book on the topic, Vivian Cook's Chomsky's Universal Grammar. Written in a clear and comprehensible language, the book charts the evolution of what many, including Chomsky himself, consider the most exciting breakthrough in the history of syntactic theory, the so-called principles-and-parameters theory. This theory says that all humans share a set of innate universal linguistic principles that define what's possible and what's impossible in human languages. The syntactic differences of the languages of the world are explained in terms of a relatively small set of choices – the parameters – the language learner has to make, such as the choice between verb-before-object and object-before-verb that differentiates English with its SVO word order from Japanese (SOV). In this way, relatively little can account for very much: Even if, unrealistically, we assume only 13 such choices/parameters, this would already yield 213 or 8192 languages, more than at present are said to exist in the world. In addition to giving a fascinating – if as of yet unproven – picture of the structure of one of the most important faculties of the human mind, this theory also helps to elucidate the psychological question how even small children learn the complexities of the syntax of their language as quickly as they do. The philosophical and human implications of such a theoretical paradigm are striking: The importance of environmental influences notwithstanding, much of what we are and can become is guided by principles of a human nature that is common to all of us.

Text: Vivian Cook, *Chomsky's Universal Grammar. An Introduction*, 3rd edition, Blackwell, London 2007, € 32,00 (a Xerox will be available at the "Glaskasten" from February 1, 2008).
Course Requirements: Regular and active participation (1 CP); oral report (1 CP); homework/ assignment (2 CP); term paper (2 CP).

Beyond the Linguistic Code Model: Relevance Theory

Dr. Schiffmann Freitag 14:15 – 15:45 114 2st.

In traditional and modern formulations, language has often been characterized as a system that relates sound and meaning. This is the so-called code model: A has a thought X, encodes it in an utterance, such as "Relevance Theory is important," and upon hearing this, B decodes the utterance and comes to understand that A has just communicated thought X. In the execution of its research program, generative grammar in particular has tried to render the various codes – or natural languages, such as German, French, Swahili – that do this job as explicit as possible. At the same time, it is clear that this can't be all there is to human communication. Even if the grammar – or code – of a language says a certain utterance is unambiguous in its meaning, it still can be meant and understood in very different ways. How does this work? Building on the work of Paul Grice and others, Dan Sperber and Deirdre Wilson have developed a theory that says that the relevance assigned to an utterance with regard to the particular context in which it is made is of primary importance. The scope and the intricacies of their theory are explored in their book *Relevance*, which will be the basis for this seminar. This book, wrote a reviewer, is "likely to become a classic, not only because of its potential implications for linguistics, cognitive psychology and anthropology, but because of the range and originality of the theory it proposes."

Text: Dan Sperber and Deirdre Wilson, *Relevance. Communication & Cognition*, 2nd edition, Blackwell, London 1995, € 34,00 (a Xerox will be available at the "Glaskasten" from February 1, 2008).

Course Requirements: Regular attendance and active participation (1 CP); course preparation/homework assignments (2 CP); paper and presentation (1 CP); term paper (2 CP).

Introduction to English Morphology and Word Formation

Anne Buschkühl Mittwoch 11:15 – 12:45 110 2st.

Description see page 13.

Course Reqirements: Extensive reading and homework with assignments (2 CP), regular attendance and active participation (1 CP), short oral presentation or equivalent (1 CP), final exam (2 CP).

Cultural Dimensions of Language and Communication

Dr. Polzenhagen Dienstag 14:15 – 15:45 114 2st.

In this course, we will look at language variation in English from a socio-cognitive perspective. In the theoretical part of the course, we will review approaches that deal with culture-related realisations in language and language varieties. Here, some influential ideas in the history of linguistics (by Humboldt and Whorf) concerning this topic will be discussed, an overview of various perspectives on culture in linguistic research will be given and recent developments in Cultural Linguistics and Cognitive Sociolinguistics will be introduced. In the application part, specific linguistic features of varieties of English will be analysed, in an exemplary way, against the background of their underlying socio-cultural meaning, i.e. as expressions of culture-specific conceptualisations, as markers of socio-cultural identity, as manifestations of specific world-views or ideologies. Examples come from regional varieties (e.g. West African English, Hong Kong English) and social varieties (e.g. RP), and from various levels of language (e.g. accent, grammar, lexis). Then, the scope of analysis will be broadened to include group-specific language and discourse.

Texts: A reader with the course material will be made available
Course Requirements: Regular attendance and active participation (1 CP); course preparation/homework assignments (2 CP); paper and presentation (1 CP); term paper (2 CP).

4.5 Proseminar I Literaturwissenschaft

Bachelor-Modul	**Studiengang/Semester**
Literary Core Studies	25% LW, 50% oder 75% 2.-3. Semester

5,5 Leistungspunkte

Introduction to Shakespeare's Comedies: *A Midsummer Night's Dream* and *As You Like It*

Dr. Hertel Donnerstag 16:15 – 17:45 113 2st.

A Midsummer Night's Dream (1595/96) and *As You Like It* (1599) are counted among the 'early' or 'romantic' comedies focussing on different aspects of the ideal of romantic love against a background of moral and social codes and constraints. After a general introduction to the historical and theatrical context of Shakespearean drama, the course will deal with a close reading of the two plays by taking into account the aspects of themes, form, plot structure, character conception and constellations as well as the use of language and style. We shall also analyse one or two modern stage-productions on video and will – in the case of *A Midsummer Night's Dream* - compare the original text with one of the latest (German) adaptations done by Beat Fäh: *Rose, Regen, Schwert und Wunde* (1989).

Registration: Please register personally or by email Kirsten.Hertel@as.uni-heidelberg.de.
Texts: Participants are expected to have read the two plays by the beginning of the summer term in the Oxford-World-Classics-edition. For those who would like to get to know more in advance about Shakespeare and his time, the *Shakespeare-Handbuch* by Ina Schabert can be recommended.
Course Requirements: Regular attendance and active participation in class (1 CP); oral presentation (1 CP); individual preparation (1,5 CP) and written term paper (2 CP).

Late Victorian Fiction: Robert Louis Stevenson's *Dr. Jekyll and Mr. Hyde* and Oscar Wilde's *The Picture of Dorian Gray*

Ellen Redling Mittwoch 09:15 – 10:45 112 2st.

The Victorian Age, with its strict morals and its emphasis on decorum and reputation, was often criticised for having double standards. The rich and the beautiful of that time could be immoral as long as they were not talked about.
This concept of an evil, sordid side lurking beneath a beautiful surface and – connected to this – the idea of keeping up appearances at all costs can be seen as playing a crucial role in two famous late-Victorian works of fiction: Robert Louis Stevenson's *The Strange Case of Dr. Jekyll and Mr. Hyde* (1886) and Oscar Wilde's *The Picture of Dorian Gray* (1891). In both works the protagonists enter into a Faust-like pact with the "devil" and discover their evil sides, albeit in different ways. Dr. Jekyll, a gifted doctor, discovers a drug which changes him into Mr. Hyde, a ruthless criminal who delights in his wrong-doing. Dorian Gray sells his soul in exchange for eternal beauty; while his portrait ages and displays signs of his sins, Dorian remains young and beautiful despite the fact that, at the same time, he is committing dark deeds. Both works make strong use of the supernatural and the uncanny, thereby revealing their Gothic tradition.
We will discuss the similarities between these works as well as the differences, which might account for the success of one and the notoriety of the other.

Registration: To register please contact: Ellen.Redling@as.uni-heidelberg.de.
Texts: Robert Louis Stevenson's *The Strange Case of Dr. Jekyll and Mr. Hyde* (Penguin Classics). Oscar Wilde's *The Picture of Dorian Gray* (Penguin Classics).
Course Requirements: Students must have read both texts before the beginning of term. Further

requirements: regular attendance and active participation (1 CP); reading assignments (1,5 CP); presentation (15 min.; 1 CP); term paper (10-12 p.; 2 CP).

'A Woman That Attempts the Pen': The Novels of Jane Austen

Dr. Lusin Mittwoch 11:15 – 12:45 108 2st.

In 1814 Jane Austen advised her niece Anna, "Three or four Families in a Country village is the very thing to work on". In her own novels, Austen followed this advice herself. She always focuses on a limited circle of people, foregrounding the intricacies and absurdities of a society governed by the laws of etiquette and fashion.
In this course, we will discuss three of Austen's six 'novels of manners'. *Pride and Prejudice* (1813), a vanity fair peopled by almost comedic characters, is the most accomplished of Austen's early works. *Emma* (1815) shows Austen at the height of her career. A complex novel of Austen's mature phase, it is "the one which most perfectly represents her genius" (David Lodge). In *Persuasion* (1818), Austen "is beginning to discover that the world is larger, more mysterious […] more romantic than she had supposed" (Virginia Woolf). Here, the love story for the first time in Austen's works entails a subversion of the strict social order. The words another woman recorded roughly a century earlier, however, still held true at Austen's time: "Alas, a woman that attempts the pen,/ Such a presumptuous creature is esteemed,/ The fault can by no virtue be redeemed./ They tell us we mistake our sex and way;/ […] To write, or read, or think, or to inquire,/ Would cloud our beauty, and exhaust our time" (Lady Winchilsea). As Austen did all those things passionately, she was by no means a 'typical' woman of her time. In order to be able to fully appreciate her as a writer, we shall therefore consider not only the novels themselves, but also explore their historical and cultural background.

Texts: Jane Austen: *Pride and Predjudice*. Ed. Vivien Jones. London: Penguin, 2003. Penguin Classics, ISBN-10: 0141439513
Jane Austen: *Emma*. Ed. Fiona Stafford. London: Penguin, 2003. Penguin Classics, 2003. ISBN-10: 0141439580
Jane Austen: *Persuasion*. Ed. Gillian Beer. London: Penguin, 2003. Penguin Classics, ISBN-10: 0141439688
Course Requirements: Regular attendance and active (!) participation (1 CP); regular homework assignments (1 CP); one oral presentation (1,5 CP); one term paper of 10-12 pages (2 CP).

Victorian Poetry and Painting

Dr. Grundmann Dienstag 16:15 – 17:45 115 2st.

This course is intended as an introduction to the major Victorian poets, such as Alfred Lord Tennyson, Dante Gabriel Rossetti and Robert Browning, as well as an exploration of the relationship of poetry to the visual arts. Emphasis will be placed on the Pre-Raphaelite poets and painters such as Rossetti, John William Waterhouse and Edward Burne-Jones, who used medievalist techniques for aestheticist ends. We shall also explore the religious and erotic aspects of Victorian art in poems by Christina Rossetti, Elizabeth Barrett Browning, Gerald Manley Hopkins and Algernon Charles Swinburne. The clashes of Victorian values such as duty and morality on the

one hand, aestheticism and *l'art pour l'art* on the other will be explored in an intermedial context of writing, painting and the *Arts and Crafts Movement* as represented by William Morris.

Registration: Please register with Grundmann@uni-heidelberg.de.
Texts: Please obtain your own copy of Daniel Karlin, ed., *The New Penguin Book of Victorian Verse* (London: A. Lane, 1997).
Also of interest:
Armstrong, Isobel, *Victorian Poetry: Poetry, Poetics, and Politics* (London: Routledge, 1993)
Richards, Bernard, *English Poetry of the Victorian Period 1830-90* (London: Longman, 1988)
Course Requirements: Regular attendance and active participation (1 CP); course preparation/ homework assignments (1,5 CP); oral presentation with ditailed handout (1 CP); term paper (2 CP).

Introduction to the Analysis of Drama: Oscar Wilde

Dr. Hirsch Montag 14:15 – 15:45 333 2st.

In focussing on some of Oscar Wilde's most popular plays, namely *Lady Windermere's Fan* (1892), *A Woman of No Importance* (1893), and *The Importance of Being Ernest* (1895), this course aims at making you familiar with key categories and crucial strategies of studying drama.
Furthermore, by moving on from a close reading of our three primary sources to selected texts by some of Wilde's contemporaries, we shall not only recapture the late-Victorian context of his dramatic achievement but also explore its specifically subversive qualities.

Registration: Please register personally or via email Bernd.Hirsch@as-uni-heidelberg.de.
Texts: Please purchase *The Best of Oscar Wilde: Selected Plays and Writings* (Signet Classics, 2004), which will be available locally, and read the three plays mentioned above before the beginning of term.
Some recommendations for further reading would be:
Bernd Schulte-Middelich (ed.), *Die ‚Nineties': Das englische fin de siècle zwischen Dekadenz und Sozialkritik.* München, 1983.
Sos Eltis, *Revising Wilde: Society and Subversion in the Plays of Oscar Wilde.* Oxford, 1996.
Peter Raby (ed.), *The Cambridge Companion to Oscar Wilde*. Cambridge et al., 1997.
Course Requirements: Regular attendance and active participation in class (1 CP); individual preparation (1,5 CP); oral presentation (1 CP); written term paper (2 CP).

Edgar Allan Poe

Philip Bracher Donnerstag 16:15 – 17:45 115 2st.

After Edgar Allan Poe died on October 7, 1849, only four mourners reportedly attended his burial. The minister decided not to deliver a sermon for such a small audience; the grave itself sat unmarked for more than two decades. With this unpretentious burial train, the city of Baltimore bid farewell to one of its greatest poets. Posthumously, Poe has become a national icon and one of the best-known American authors, and his literary output, though not great in volume, is remarkable in its quality and range.
Poe was a prolific writer of short stories, a poet, and an acerbic literary critic of great insight. His

essays on poetry and its creation have been regarded as the most influential pieces of writing in American literature. Moreover, Poe has been credited with single-handedly inventing detective fiction and with contributing to the emerging genres of horror writing and science fiction.
This course will cover a selection of texts Poe produced during his lifetime, ranging from the early poetry and his poetic theory to his short stories and detective fiction. The class is designed as an introduction to the analysis of fiction, and for this purpose we will study Poe's aesthetic concepts and the sociohistorical background of the United States in the 19th century.

Registration: Please register per e-mail: bracher@urz.uni-hd.de.
Texts: A reader will be provided in the first week of the semester.
Course Requirements: Regular attendance and active participation (1 CP); regular homework assignments (1,5 CP); a presentation (1 CP); a term paper of 12-15 pages (2 CP).

Introduction to Poetry

Dr. Jakubzik Mittwoch 14:15 – 15:45 116 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: Walt Whitman (1819-1892) and Emily Dickinson (1830-1886).
Along with the usual oral presentation, you will be asked to create an annotated, illustrated and/or electronically enhanced version of a poem in a group of three or four.

Registration: Please register by email: heiko.jakubzik@as.uni-heidelberg.de.
Course Requirements: Regular attendance and active participation (1 CP); course preparation/homework assignments (1,5 CP); oral presentation with detailed handout (1 CP); term paper (2 CP).

American Hard-boiled Detective Fiction

Dr. Hauser Donnerstag 16:15 – 17:45 114 2st.

In this seminar we are going to deal with the American branch of the (English) mystery novel, aka the hardboiled detective novel.
We will focus on Dashiell Hammett's tough guy Sam Spade and Raymond Chandler's memorable creation Philip Marlowe. The novels to be dealt with are Hammett's The Maltese Falcon (1930), and Chandler's The Big Sleep (1939), Farewell, My Lovely (1940), and The Long Goodbye (1953). We will also look at the movie versions of The Maltese Falcon and The Big Sleep starring Humphrey Bogart as private eye Spade and Marlowe. Students wishing to participate will be asked to impress the teacher with their profound knowledge of the novels' plots by answering a questionnaire in the first lesson.
To better understand the differences between the British and American detective novel we will start by looking at the archetype of all detective fiction, Edgar Allan Poe's short story "The Murders in the Rue Morgue", as well as Arthur Conan Doyle's super-detective Sherlock Holmes ("The Adventure of Silver Blaze").

Text: Jochen Vogt, Hrsg.: *Der Kriminalroman. Poetik. Theorie. Geschichte*. München: Fink, 1998.
Course Requirements: Regular attendance and active participation (1 CP); course preparation/homework assignments (1,5 CP); preparation and co-teaching of one lesson (1 CP); term paper (2 CP).

Mediaculture

Dr. Herbrechter Mittwoch 11:00 – 13:00 113 2st.

In the modern world visual media such as photography, film, television and new, digital media like the internet, have become omnipresent. As a result, more and more people understand their lives in terms of 'acting out roles', '(re)writing scripts', coming to terms with 'scenarios', looking out for 'prompts', in short 'starring' in their own 'film' or 'soap opera'. The media are therefore now just as inescapable as culture itself. They are one of the major cultural industries, a combination of art and commerce with immense popular appeal. They also constitute major 'signifying practices' in contemporary culture – that is to say, they are one of the ways in which humans present and understand, negotiate and change their identities. While culture is more and more mediated, the media play an increasingly important role in the way people make sense of their lives and of who they are. This development is what the term 'mediaculture' tries to capture. This proseminar will critically discuss the implications of these developments by analysing a variety of media 'texts' and approaches to cultural and media theory.

Texts: Curran, James and David Morley, eds. (2006) *Media and Cultural Theory*, London: Routledge.
Durham, M. G. and Douglas M. Kellner, eds. (2006) *Media and Cultural Studies: Key Works*, Oxford: Blackwell.
Gabriel, Norbert (1997) *Kulturwissenschaften und neue Medien*, Darmstadt: WBG.
Marshall, P. David (2004) *New Media Cultures*, London: Arnold.
Course Requirements: Regular attendance and active participation (1 CP); course preparation/homework assignments (1,5 CP); oral presentation with detailed handout (1 CP); term paper (2 CP).

4.6 Proseminar II Literaturwissenschaft

Bachelor-Modul	**Studiengang/Semester**
Intermediate Studies Literature	25% Literaturwissenschaft 4.-5. Semester
Intermediate Seminar Linguistics and Literature	50% Wahlpflichtmodul 4.-6. Semester
Intermed. Sem. Linguistics, Literature & Culture	75% 3.-5. Semester
Intermediate Studies Linguistics and Literature	75% Wahlpflichtmodul 4.-6. Semester

6 Leistungspunkte

Of Rape, Travellers, and Virtuous Heroes: Three Satires of the Golden Age

Stefanie Schäfer Dienstag 14:15 – 15:45 110 2st.

The seminar explores the rise of the satire as a means of social and literary critique during the 18th century, a time when authors became professional writers and literature consequently unfolded its potential by humourously undercutting social norms. We will read three texts which are generally held to be literary classics: Alexander Pope's *The Rape of the Lock* (1712), Jonathan Swift's *Gulliver's Travels* (1726), and Henry Fielding's *Joseph Andrews* (1749).
By analysing these texts, we will consider their satirical response to conventions of their time. The seminar therefore focuses on two main themes: the historical, social and political background of the early 18th century on the one hand and notions of literary history and literary theory on the other. Above all, we will explore how and why these texts are funny and can be read as models for present-day satirical approaches to society.
The texts will be explored based on concepts of narratology while taking into account literary history and genre conventions. Drawing from the examples, questions of canonization and narrative innovation will be discussed.

Registration: For registration, please email me at schaefer@as.uni-heidelberg.de.
Texts: Alexander Pope, *The Rape of the Lock* (Oxford's World Classics). Oxford UP.
Jonathan Swift, *Gulliver's Travels* (Penguin Classics Edition).
Henry Fielding, *Joseph Andrews* and *Shamela* (Penguin Classics)
All available at Ziehank
Course requirements: Students are required to give an oral presentation (1 CP), hand in a short homework assignment and a 10-12 page term paper (2 CP) and participate actively and regularly in discussion (1 CP; V/N: 2 CP). In this class, you can obtain a Literatur OR Landeskunde certificate.

Shakespeare and Beyond: From King Lear to A Thousand Acres

Dr. Hirsch Mittwoch 16:15 – 17:45 333 2st.

Considered to be one of his greatest dramatic achievements, Shakespeare's *King Lear* not only lends itself to a wide range of interpretations, but has also become the subject of numerous theatrical, fictional and cinematic rewritings. Consequently the agenda of this course will be twofold:
To begin with, we shall discuss the principal themes of Shakespeare's tragedy in terms of their historical context and timeless universality by combining a close reading of *King Lear* with various critical approaches (e.g. feminist, new historicist, materialist). At a later stage, we will move on to an analysis of three late nineteenth-century adaptations, namely Edward Bond's *Lear* (1971), Howard Barker's *Seven Lears* (1989) and Jane Smiley's Iowa-based novel *A Thousand Acres* (1991), on which Jocelyn Moorhouse's award-winning film of the same title from 1997 is based. In doing so we will trace the continuing evolution of the Lear story from the Renaissance up to the present day.

Registration: Please register personally or via email Bernd.Hirsch@as.uni-heidelberg.de.
Texts: Whereas you will be provided with a reproduction of *Seven Lears*, which is currently out of print, you are expected to purchase and read the three other texts in the following editions until the

beginning of term:
William Shakespeare, *King Lear* (Ed. R.A. Foakes, Arden, 1997).
Edward Bond, *Lear* (Methuen).
Jane Smiley, *A Thousand Acres* (Random House, 2003).
Course requirements: Regular attendance and active participation in class (1 course credit); individual preparation (2 course credits); oral presentation (1 course credit); written term paper (2 course credits).

Literature & Film: Adapting Shakespeare for the Screen

Dr. Hertel Dienstag 09:15 – 10:45 112 2st.

This is another course in the "Literature & Film" series, which aims to combine the close reading of literary texts with the analysis of the respective text-to-screen adaptations.We will start the semester off by looking at the historical and theatrical context of Shakespearean drama before doing a close reading of two of Shakespeare's romantic comedies: *A Midsummer Night's Dream* and *As You Like It.* After a short excursion into the world of film studies, film semiotics and the 'basic tools' for film analysis, we will attempt to interpret the different film versions chosen for this course. Among them will be the 1999 adaptation of *A Midsummer Night's Dream* by Michael Hoffman as well as the most recent screen version of *As You Like It* directed by Kenneth Branagh in 2006.

Registration: Please register personally or by email Kirsten.Hertel@as.uni-heidelberg.de.
Texts: Participants are asked to have read the two plays by the beginning of the summer term in the Oxford-World-Classics edition. And for those who would like to prepare in advance for the aspects of film analysis and adaptation three books can be recommended:
J. Monaco, *How to Read a Film* (2000),
Korte, *Einführung in die systematische Filmanalyse* (2000/2004),
D. Cartmell & I. Whelehan, *Adaptations. From Text to Screen, Screen to Text* (1999).
Course requirements: Regular attendance and active participation in class (1 CP); oral presentation (1 CP); individual preparation (2 CP) and written term paper (2 CP).

Julian Barnes

Dr. Ruge Montag 16:15 – 17:45 113 2st.

Julian Barnes is one of the most prolific and widely read contemporary British writers. He is particularly noted for his narrative experiments and his obsession with history. His work has often been referred to as postmodernist. In our seminar we shall discuss four very different novels by Julian Barnes: *Talking It Over*, the story of a love triangle; the satirical dystopia *England, England*; as well as his two highly acclaimed fictional biographies, *Flaubert's Parrot* and *Arthur & George* (his most recent work, a novel about Sir Arthur Conan Doyle, the author of *Sherlock Holmes*).

Registration: Please register by email enno.ruge@freenet.de.
Texts: Please buy the following texts (reprints of these editions will also be accepted, of course).
Flaubert's Parrot. London: Picador, 1985.
A History of the World in 10½ Chapters London: Picador, 1990

England, England. London: Picador, 1999.
Arthur & George. London: Vintage, 2005.
Course Requirements: Regular attendance and active class participation (1 CP); course preparation/homework assignments (2 CP); oral presentation with detailed handout(1 CP); a term paper in English (10-12 pages; 2 CP).

Of Innocence and Experience: Classic American Prose Works (19th Century)

Prof. Schloss Mittwoch 11:15 – 12:45 333 2st.

The United States is a comparatively young nation, and the myth of youth is central to its self-definition. We will study six nineteenth-century American prose works which describe the process of growing up. In each of these works the transition from youth to adulthood is portrayed as problematic: The protagonists encounter a deep crisis because they do not want to attain "maturity". In their reluctance to enter the world of adults, they seem to remain true to the American promise of "radical innocence" (Ihab Hassan). What attitude do the authors take vis-à-vis this promise? Can human identity and human society be constructed upon the idea of permanent newness?

Texts: Ralph Waldo Emerson, "Self-Reliance", Nathaniel Hawthorne, "Young Goodman Brown", "My Kinsman, Major Molineux"; Henry James, "Daisy Miller: A Study"; Mark Twain, *The Adventures of Huckleberry Finn;* Kate Chopin, *The Awakening*. All of the texts can be found in *The Norton Anthology of American Literature*, ed. by Nina Baym (Volumes B and C in the 7th edition).
Course Requirements: Regular attendance and active participation (1 CP); course preparation/homework assignments (2 CP); class presentation (10 minutes; 1 CP); final exam and term paper (10 pages; 2 CP).

Eugene O'Neill

Dr. Hänßgen Dienstag 11:15 – 12:45 116 2st.

Eugene O'Neill (1888-1953) is one of the greatest American playwrights, honoured with the Nobel Prize in Literature in 1936. This course looks at three plays from different stages of his life as an artist: *The Hairy Ape* (1921), *The Iceman Cometh* (1946) and *Long Day's Journey into Night* (1941; published posthumously in 1956).
We will place the writer's life and works in their historical context and analyse thematic and formal elements of the three plays. While *The Hairy Ape* can be taken as a classic expressionist drama of stations, the symbolic realism of the domestic drama *Long Day's Journey into Night* highlights autobiographical elements. In all three plays, O'Neill deals with the universals of the human condition, mirrored in the microcosm of the family and the macrocosm of society; he searches for truth, meaning and a sense of belonging in an alienated world. Some of his main topics include the tension between nature and civilisation, the influence of the past on the present, the necessity and danger of (drug-induced) dreams and questions of guilt and redemption.

Registration: In my office hours or via e-mail eva.haenssgen@urz.uni-hd.de.
Texts: Please purchase (and read the three plays in) these editions:
O'Neill, Eugene. *Four Plays by Eugene O'Neill: Anna Christie, The Hairy Ape, The Emperor*

Jones, Beyond the Horizon. New York: Signet, 1993.
The Iceman Cometh. New York: Vintage Books, 1999.
Long Day's Journey into Night. Introd. by Christine Dymkowski. London: Nick Hern Books, 1991.
Course Requirements: Students must have read the texts before the beginning of term. Further requirements: regular attendance and active participation (1 CP); reading assignments (2 CP); presentation (15 min; 1 CP); term paper (12-14 p.; 2 CP).

Ernest Hemingway

Dr. Hänßgen Freitag 11:15 – 12:45 116 2st.

In his fiction, Ernest Hemingway (1899-1961) uses elements of his own life: the experience of World War I in Italy and in the refuge of neutral Switzerland (*A Farewell to Arms*, 1929) just like the post-war concerns of the "lost generation" of American expatriates in France and Spain, classic scenes of trout-fishing and bullfighting (*Fiesta: The Sun Also Rises*, 1927) or the heroism of deep-sea fishing near Cuba (*The Old Man and the Sea*, 1952).
With these three texts, our course spans two decades of Hemingway's writing and analyses aspects of form and style, historical and social contexts of the novels and their philosophical outlook. Desillusioned through the senselessness of war, facing violence and death, Hemingway's protagonists struggle to find meaning and follow a heroic code to bear their lot with "grace under pressure". Despite the cliché of Hemingway as a macho, his work observes gender roles and relationships with keen psychological insight, even though the "iceberg principle" of his style leaves the detection of deeper levels of meaning to the reader.

Registration: in my office hours or via e-mail eva.haenssgen@urz.uni-hd.de.
Texts: Please purchase (and read the texts in) these editions: Hemingway, Ernest. *A Farewell to Arms*. London: Arrow Books, 1994.
Fiesta: The Sun Also Rises. London: Arrow Books, 2004.
The Old Man and the Sea. London: Arrow Books, 1994.
Course requirements: Students must have read the texts before the beginning of term. Further requirements: regular attendance and active participation (1 CP); reading assignments (2 CP); presentation (15 min; 1 CP); term paper (PS II: 12-14 p.; 2 CP).

Transcultural Perspectives on the American Southwest

Philip Bracher Donnerstag 14:15 – 15:45 115 2st.

The American Southwest has been a zone of contact and transition for over 500 years. Ever since the arrival of Europeans in the mid-16th century, Native American Indians, Spanish, Mexicans, and Anglo-Americans have fought for power and influence in the region. These centuries of conquest and migration have formed a cultural diversity that is rich and unique.
The course focuses on the way in which the literature of different ethnicities conceptualizes the American Southwest. For this purpose, we will be discussing three examples of Southwestern fiction: The Native American perspective is represented by Leslie Marmon Silko's *Ceremony* (1977), the Anglo perspective by Cormac McCarthy's *All the Pretty Horses* (1992), and the Chicano perspective by Ana Castillo's *So Far From God* (1993). We will also look at Hollywood

images of the Southwest such as John Ford's classic *The Searchers* (1956).
Our methodological tools will be theoretical texts by the postcolonial scholars Edward Said, Homi Bhabha, and Gloria Anzaldúa. We will examine how concepts like hybridity, the third space, and transnationalism are opposed to the American frontier and Manifest Destiny, and how these concepts contribute to the interpretation of Southwestern literature.

Registration: Please register per e-mail: bracher@urz.uni-hd.de.
Texts: Castillo, Ana. *So Far From God*. New Nork: Norton, 2005.
McCarthy, Cormac. *All the Pretty Horses.* New York: MacMillan, 2007.
Silko, Leslie Marmon. *Ceremony*. New York: Penguin, 2007.
Course requirements: Regular attendance and active participation (1 CP); regular homework assignments (2 CP); a presentation (1 CP); a term paper of 12-15 pages (2 CP).

Native American Literature

Prof. Thorson Dienstag 11:15 – 12:45 112 2st.

This proseminar will study a wide variety of works by American Indians along some cultural studies about them. Some of the early texts originated as oral utterances which were translated and reduced to writing by non-Indian recorders. The texts thus produced need to be handled carefully, but will provide valuable cultural backgrounds for the literary works that have appeared more recently as the artists created them, usually in English.
First class: 15 April.

Texts: N. Scott Momaday, *The Way to Rainy Mountain*
Kenneth Rosen (ed.), *The Man to Send Rain Clouds*
Leslie Marmon Silko, *Ceremony*
Louise Erdrich, *Tracks*
Sherman Alexie, *Flight*
Course Requirements: In addition to regular attendance (1 CP) and preparation/homework time (2 CP), students desiring a Schein for this seminar will be expected to develop an original idea for a Hausarbeit in conference with the instructor. This final paper (2 CP) will use significant secondary materials and will have a bibliography of the works consulted. All papers must be submitted prior to October 1, 2008. They will be graded and returned to students shortly after that date. Each student will also present a report in class on a topic to be worked out with the instructor (1 CP).

Film and the Holocaust in the U. S. and Eastern Europe

Dr. Kaibach Mittwoch 16:15 – 18:30 113 2st.

Since the 1970s, Holocaust themes have increasingly entered American popular culture. According to film critic David Sterritt, the Holocaust is in fact the one serious subject Hollywood does not avoid. Paradoxically, in the countries which the Nazis had chosen as the site for the mass extermination of Jews and other victims, the situation was quite different. In most countries in Communist Eastern Europe, the Holocaust was downplayed or simply ignored. Eastern European movies that tackled the delicate issue were often subjected to severe criticism or banned from the

screen, as for example Alfréd Radok's *The Long Journey* (Czechoslovakia; 1949) and Aleksandr Askol'dovs *The Commissar* (Soviet Union; 1967). In this course, we will deal with seminal films on the Holocaust from the U.S and Eastern Europe. We will pursue a double, both historical as well as aesthetic, approach. On the one hand, we will examine the conditions under which these films were produced in different countries. On the other hand, we will explore the general ethical and poetological problems involved in the representation of atrocity, as reflected in the debate around Steven Spielberg's *Schindler's List* (USA; 1993) or the controversy surrounding the genre of Holocaust comedy.
We will watch and discuss movies that span from Charlie Chaplin's *The Great Dictator*, which was produced as early as 1940, to recent dramatizations of the Holocaust such as Roman Polanski's *The Pianist* (France / Germany / Poland; 2002).

Registration: Please register per e-mail: bettina.kaibach@slav.uni-heidelberg.de.
Course Requirements: Regular attendance and active participation (1 CP); course preparation/homework assignments (2 CP); oral presentation with detailed handout (1 CP); term paper (2 CP).

J.M. Coetzee

Dr. Loimeier Montag 18:15 – 19:45 114 2st.

Der südafrikanische Literatur-Nobelpreisträger John Maxwell Coetzee ist vor allem als Romanautor bekannt, während seine Essays weniger rezipiert werden. Vollkommen unbekannt sind überdies die frühe Lyrik Coetzees sowie sein erster Versuch als Dramatiker. In diesem Proseminar soll die gesamte Bandbreite des literarischen Werks Coetzees betrachtet werden. Wesentlich ist dabei die Parallelität der (thematischen) Entwicklung von Essay und Roman. Deshalb gibt es vier Lektüre-Schwerpunkte: Jugendlyrik; der Roman *Age of Iron* als Beispiel für zugleich realistisches wie parabelhaftes Erzählen auf zudem mehreren Bedeutungsebenen samt intertextuellen Anspielungen; das autobiografische Werk *Youth* zur Positionsbestimmung zwischen Peripherie und Metropole; die unter dem Titel *Elizabeth Costello* veröffentlichten acht Lehrstücke, insbesondere das Lehrstück über Realismus.

Scheinerwerb: Regelmäßige Teilnahme (1 LP); Vor- und Nachbereitung (2 LP); Referat o.ä. (1 LP); schriftliche Hausarbeit (2 LP).

4.7 Proseminar I Kulturwissenschaft (anwendungsorientiert) / Landeskunde

Anmeldung per Online-Formular erforderlich.
Lehramts- und Magisterstudierende können hier einen Landeskundeschein erwerben.

Bachelor-Modul	**Studiengang/Semester**
Cultural Core Studies	25% KW, 50% oder 75% 2.-3. Semester

5,5 Leistungspunkte

British Institutions – A History (Pt.I) 1509-1815

Michael Shiels Dienstag 09:15 – 10:45 114 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.
This course is only open to students who need a "Schein".

Registration: Landeskunde/Cultural Studies. Online only
Texts: Background materials will be distributed in each session of the course.
Course Requirements: Regular attendance and participation (1 CP), an oral presentation plus handout (2 CP), study of materials distributed (0,5 CP) and an essay (2 CP) -- in English, of course!

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

Derek O'Brien Donnerstag 11:00 – 12:45 116 2st.

This *Landeskunde* course will look at the various moments in the last 2000 years where German and Irish history in some way intersect. The course will deal with an eclectic range of topics, from the Celts, who originated in what is now southern Germany and Austria, to the Irish missionaries of the Early Middle Ages, the Irish monks and scholars at the court of Charlemagne, culminating in the flourish of interest in Ireland and all things Celtic in eighteenth and nineteenth century Germany, which is reflected in the (travel) literature of the period. In addition, Irish-German relations during the two World Wars, in particular the propaganda war directed towards Ireland during the Second World War, will be examined. The course will conclude by looking at post-war Irish-German connections, including Irish emigration to Germany in the eighties and popular stereotypes of Ireland and the Irish in modern-day Germany.

Texts:
Elsasser**,** Martin (1997) *Germany and Ireland. 1000 Years of Shared History*. Dublin: Brookside.
Fischer, Joachim, Gisela Holfter and Eoin Bourke (Hrsg) (1998) *Deutsch-Irische Verbindungen*. Geschichte Literatur Übersetzung / *Irish-German Connections*. History Literature Translation. Trier: Wissenschaftlicher Verlag Trier.
History Ireland Vol. 5 No. 3 Autumn 1997 *Special Issue. Ireland & Germany through the Ages*.
Scheinerwerb: Regelmäßige Teilnahme (1 LP); Vor-/Nachbereitung (1,5 LP); Kurzreferat (1 LP); Hausarbeit (2 LP).

Novel into Film – Lecture Seminar

Michael Shiels Dienstag 11:00 – 12:45 114 2st.

This course, co-taught by Christoph Schöneich and Mike Shiels, proposes a comparative reading and viewing of a selection of classic English novels and their cinematic or television

adaptations. The preliminary session on Monday, April 14th, will include an introductory lecture on structures, forms and narrative strategies of novel and film.
Thereafter, the film adaptation of the week's novel will be shown on Monday evenings 19.00 (s.t.) in Room 110. The session on the following day (Tuesday, 11.15) will open with a 15 minute lecture on particular features of the novel, followed by a 15 minute lecture on particular features of the film adaptation. The two lectures will provide a critical basis for students to then discuss and evaluate the novel and its cinematic adaptation.

Registration: Landeskunde/Cultural Studies. Online only
All students of the Anglistisches Seminar can attend the Monday evening screenings. No registration is necessary.
All students may attend the two 15 minute lectures on Tuesday, 11.15. No registration is neccessary.
Texts: The following novels will be considered: *Pride and Prejudice* (Austen), *Wuthering Heights* (E. Brontë), *Jane Eyre* (Ch. Brontë), *Great Expectations* (Dickens), *Tess of the d'Urbervilles* (Hardy), *Lord Jim* (Conrad), *A Passage to India* (E.M. Forster), *Mrs Dalloway* (Woolf), *1984* (Orwell), *Brideshead Revisited* (Waugh), *The French Lieutenant's Woman* (Fowles), *The Remains of the Day* (Ishiguroe)
Course Requirements: Students wanting a Schein will attend the Monday screening, the Tuesday lectures and the ensuing discussion. They will also write a term-paper. Regular attendance and participation (1 CP); preparation (2 CP); group presentation (0,5 CP); term paper (2 CP).

4.8 Proseminar I Kulturwissenschaft (theoretisch)

Bachelor-Modul	**Studiengang/Semester**
Cultural Core Studies	25% KW, 50% oder 75% 2.-3. Semester

5,5 Leistungspunkte

Mediaculture

Dr. Herbrechter Mittwoch 11:00 – 13:00 113 2st.

Description see page 27.

4.9 Proseminar II Kulturwissenschaft/Landeskunde

Lehramts- und Magisterstudierende können in allen Veranstaltungen dieses Typs einen Landeskundeschein erwerben.

Bachelor-Modul	**Studiengang/Semester**
Intermediate Studies Culture	25% KW 4.-5. Semester
Intermediate Seminar Linguistics and Culture	50% Wahlpflichtmodul 4.-6. Semester
Intermed. Sem. Linguistics, Literature & Culture	75% 3.-5. Semester
Intermediate Studies Linguistics and Culture	75% Wahlpflichtmodul 4.-6. Semester

6 Leistungspunkte

Of Rape, Travellers, and Virtuous Heroes: Three Satires of the Golden Age

Stefanie Schäfer Dienstag 14:15 – 15:45 110 2st.

Description see page 28.

"I Do Mind Dying" – Detroit's League of Revolutionary Black Workers (LRBW)

Dr. Schiffmann Montag 11:15 – 12:45 113 2st.

"Please, Mr. Foreman, slow down your assembly line / Please Mr. Forman, slow down your assembly line / No, I don't mind workin', but I do mind dyin'. Thus went a popular urban blues song in "Motor City," the bastion of the American automobile industry Detroit. At the time, a peculiar factor about Detroit was that a substantial proportion of its automobile workers were black. In the 1960s, when this song was written, the U.S. car companies boasted that their capacity in the face of international competition to still increase output and sales was due to managerial skill and new technology.
Many workers, however, attributed it to their being forced harder and faster under increasingly bad and dangerous conditions. Black workers in Detroit in particular refused to call the process going on "automation," calling it "niggermation" instead: The competitiveness of much of Detroit's auto industry was based on the super-exploitation of black workers.
Chrysler, Dodge, Ford, General Motors – they all profited while the laborers indeed often crossed the thin line from working to dying, in one of the extraordinary frequent work accidents that either permanently disabled or killed a shocking number of workers. From this situation sprang what social theorist Fredric Jameson has called "the single most significant political experience of the 1960s," which of course themselves were one of the most turbulent decade in post-War history. There were Revolutionary Union Movements (RUM) named after firms such as Dodge (DRUM), Ford (FRUM) and Eldon (ELDRUM), locations such as Jefferson Avenue (JARUM) or professions such as health (HRUM), and they spread all over the city, later on informally guided by an organization called League of Black Revolutionary Workers. For a short couple of years, the dream of black empowerment and workers power seemed – and in part actually was – more than an

elusive dream. Based on a book that is itself based on extensive research and interviews with participants, will study this unique movement from a variety of perspectives and will also compare it with other protest movements of the sixties, notably the Black Panther Party (BPP).

Text: Dan Georgakas & Marvin Surkin, *Detroit: I Do Mind Dying*, South End Press, Cambridge MA 1998, € 14,00.
Course Requirements: Regular attendance and active participation (1 CP); course preparation/homework assignments (2 CP); paper and presentation (1 CP); term paper (2 CP).

'England's Second City': Changing Images of Manchester in Literature, Music and Film

Dr. Hirsch Mittwoch 14:15 – 15:45 110 2st.

While numerous studies have been devoted to representations of Britain's metropolis, depictions of Manchester have largely remained unconsidered. This seems remarkable for at least two reasons: Firstly, because localities and regional identities are key issues in contemporary politico-cultural debates; and secondly, because a majority of British people have come to see Manchester as England's second city, thus putting it in front of its traditional and actually much larger rival Birmingham.
Taking the latter shift in public perception as a starting point, this seminar seeks to chronicle the changing images of Manchester throughout the last two centuries. Covering a period that stretches from the city's grim industrial past up to quite recent transformations in the wake of the 1990s 'Madchester' phenomenon, we shall make use of rather diverse media. In effect our material basis not only combines literary, musical and filmic sources, but also transgresses traditional boundaries between 'high' and 'low' culture. Hence equal attention will be paid to canonical texts (such as Percy Bysshe Shelley's Peterloo Massacre inspired poems "England in 1819" and "The Masque of Anarchy" or extracts from Manchester related Victorian novels) and decidedly popular artefacts (such as Michael Winterbottom's film *24 Hour Party People* or selected episodes from the TV series *Cracker* and *Life on Mars*).

Registration: Please register personally or via email Bernd.Hirsch@as-uni-heidelberg.de.
Texts: All texts will be made available in a reader.
Course Requirements: Regular and active participation in class (1 CP); individual preparation (2 CP); oral presentation (1 CP); written term paper (2 CP).

The American Musical on the American Frontier

Carolyn Burmedi Freitag 09:15 – 12:45 110 2st.

In this course we will look at how a uniquely American experience has been portrayed in a uniquely American art form. To do the musicals justice, we will meet for four hours every other week to watch the filmed versions in their entirety and discuss their relationship to theoretical texts.

Course Requirements: Regular attendance and active participation (1 CP); an oral report (1 CP); regular reading assignments (2 CP); a 12-15 page term paper (2 CP).

Native American Literature

Jim Thorson Dienstag 11:15 – 12:45 112 2st.
Description see page 32.

Film and the Holocaust in the U. S. and Eastern Europe

Bettina Kaibach Mittwoch 16:15 – 18:30 113 2st.
Description see page 32.

5 Hauptseminare

5.1 Hauptseminare Sprachwissenschaft

Nur im Lehramts-, Magister und Master-Studiengang (8 Leistungspunkte)

Early Middle English

Priv.-Doz. Dr. Insley Mittwoch 16:15 – 17:45 116 2st.

This course is concerned with a period of fundamental change in the history of English, a period of phonological and morphological change in which English moved away from being an inflected language of Germanic type. It is also a period in which the texts show large scale borrowing from French and Norse. We will examine these developments with reference to text extracts (Peterborough Chronicle, Laymon's Brut, Katherine-Group, Havelok), which we will also translate into German. Although the prime focus of the course is linguistic, due attention will be given to historical developements, in particular to the effects of the Norman Conquest, and to questions of textual transmission (libraries, manuscripts, etc.).

Registration: per email: john.insley@as.uni-heidelberg.de.
Text: J. A. W. Bennett, G. V. Smithers, Early Middle English Verse and Prose, 2nd ed. (Oxford, 1968).
Course Requirements: Sprachwiss. PS 1 and PS 2 (Einführung Alt-/Mittelenglisch). Knowledge of Old or Middle English is essential.
Regular attendance (1CP); preparation/homework (3 CP) and presentation (1 CP); paper (3 CP).

English in the 18th and 19th century

Dr. Nesselhauf Dienstag 11:15 – 12:45 333 2st.

The English language of the 18th and 19th century has recently become the focus of much scholarly attention, as the differences to Present Day English go much deeper than recognized earlier. In this

seminar, we are going to look at the state(s) and in particular the development of English in this period, which is sometimes referred to as Late (or Later) Modern English. In the first part of the seminar, we will concentrate on English in England; in the second part, other varieties that had emerged by or were emerging in the relevant time span will also be considered. Throughout, we will explore all levels of language, from phonology and morphology to lexicology and discourse structure, with a particular focus on syntax. Relevant socio-cultural developments will also be taken into account. An important aim of the seminar is to gain insights into both internal and external mechanisms of language change. On the methodological side, the major aim is to become thoroughly acquainted with the corpus-linguistic approach to investigating language change. Participants will be expected to carry out their own small research projects.

Registration: To register for the course and a presentation topic, please sign up on the list outside office 232.
Text: Introductory reading: Beal, Joan C. (2004). *English in Modern Times.* London: Arnold.
Course Requirements: Regular attendance (1 CP); course preparation (3 CP); oral presentation with detailed handout (1 CP); either seminar paper (in English, deadline 31 August) or oral exam plus take-home test (3 CP).

Grammars of English: A Historical Survey

Dr. Isermann Donnerstag 16:15 – 17:45 333 2st.

Based on a selection of representative grammars, the seminar aims to provide an overview of the history of English grammar writing up to, but not including, the grammars of Quirk et al. (1972; 1973; 1985). Starting with William Bullokar's *Bref Grammar* (1586), we will take a look at the grammars of John Wallis (1653), Robert Lowth (1762), Henry Sweet (1892), Otto Jespersen (1909-1949), E. Kruisinga (1911), Adolf Lamprecht (1956).

Texts: A reader with selected chapters from the grammars to be discussed will be provided.
Scheinerwerb: Kontakt (1 LP); Vor- und Nachbereitung (3 LP); Bericht o.ä. (1 LP); Hausarbeit u. mdl. Prüfung (3 LP).

English in Africa

Dr. Polzenhagen Mittwoch 14:15 – 15:45 113 2st.

In this course, various perspectives taken within the field of the "New Englishes" will be illustrated for the case of English in Africa. Dimensions that are covered include the linguistic situation in the relevant regions and its historical evolution, issues of language policy and characteristic linguistic features of African varieties of English (in particular at the phonetic-phonological and the lexical level). The examples that are discussed in class come from the three more "global" varieties of African English, i.e. East African English, Southern African English and West African English. Special attention will be paid to the latter. Here, we will also look at West African English-related pidgins and creoles. We will then take a cultural-linguistic perspective and analyse the expression of culture-specific conceptualisation in African English. Finally, we will critically review the debate on the role and impact of English in the post-colonial world, in particular in Africa.

Texts: A reader with the course material will be made available.
Course Requirements: Regular and active participation (1 CP); preparation/homework assignments (2 CP); in-class presentation (2 CP); course paper (3 CP).

Indian English

Prof. Hundt Donnerstag 09:15 – 10:45 108 2st.

Indian English is one of the oldest 'New Englishes'. In this class, we will look at the development, structure, and sociolinguistics of English in India. With almost 20 million Indians in the Indian Diaspora, Indian English has become a global phenomenon. We will therefore also look at varieties of Indian English in the Indian Diaspora.

Registration: Please register by e-mail: Ingrid.Fauser@urz.uni-heidelberg.de.
Course Requirements: Regular attendance and active participation (1 CP); course preparation/homework assignments (3 CP); oral presentation with detailed handout (1 CP); written exam or term paper (3 CP).

English in the Southern Hemisphere

Prof. Hundt Mittwoch 09:15 – 10:45 110 2st.

In this seminar, we will take a look at the whole range of Englishes found in the southern hemisphere: native or 'inner-circle' varieties such as Australian, New Zealand and (white) South African English, but also the lesser known English of the Falkland Islands; we will also include contexts in which English is used as a second language (e.g. in South Africa and Fiji) as well as Southern Hemisphere creoles. With a view to common traits, we will look at the development, structure and sociolinguistics of these varieties.

Registration: Please register by e-mail: Ingrid.Fauser@urz.uni-heidelberg.de.
Course Requirements: Regular attendance and active participation (1 CP); course preparation/homework assignments (3 CP); oral presentation with detailed handout (1 CP); written exam or term paper (3 CP).

Approaches to Meaning: A Comparative Survey

Dr. Polzenhagen Donnerstag 14:15 – 15:45 108 2st.

The course will give an overview of influential theories of 'meaning'. The objective of the course is to delineate and compare the specific perspectives taken by the various, often competing approaches. Each model will be introduced through key texts of its major proponents and will be illustrated by central case studies. Inter alia, we will look at truth-conditional semantics, at methods and concepts in the structuralist tradition (e.g. 'sense relations' and 'componential analysis'), at cognitive-linguistic approaches (e.g. 'cognitive models', 'conceptual metaphor', 'prototype semantics') and at generative semantics. Broadening the perspective, we will also deal with

pragmatic approaches to meaning, in particular with Searle's speech-act theory and the Gricean cooperative principle.

Texts: A reader with the course material will be available
Course Requirements: Regular and active participation (1 CP); preparation/homework assignments (2 CP); in-class presentation (2 CP); course paper (3 CP).

5.2 Hauptseminare Literaturwissenschaft

Nur im Lehramts-, Magister und Master-Studiengang (8 Leistungspunkte)

Emily, Anne and Charlotte Brontë

Priv.-Doz. Dr. Kreis-Schinck Freitag 09:00 – 12:15 114 2st.

Written in close proximity – both temporal and personal – *Wuthering Heights* (1847), *The Tenant of Wildfell Hall* (1848) and *Shirley* (1849) represent three major novels by three major authors of the English language. It is the aim of this seminar to detect the narrative dialogues established by the Brontë sisters in their works.
Topics to be included in our discussions: mid-nineteenth century social, political and religious discourse; narrative strategies; romantic fiction and its desire; male and female gender identity; opportunities for women.
Please note that this is a fortnightly seminar.

Registration: via mail: a.kreis@goldnet.ch.
Course Requirements: Students wishing to participate must have read the three texts (in recent editions) by the beginning of term.
Requirements: Regular attendance (1 CP); regular homework assignments (3 CP); oral presentation (1 CP); term paper (3 CP).

18th-Century Drama

Prof. Schnierer Donnerstag 09:15 – 10:45 113 2st.

Dramatic literary history is fairly coherent as far as Renaissance, Restoration and the 19th century are concerned. The 18th century, on the other hand, rarely achieves the distinction of being considered systematically. Individual plays, like the comedy classics of Goldsmith and Sheridan or Gay's *Beggar's Opera,* continue to be performed; in this seminar we will work towards a historical and theoretical framework that allows us to include less popular and more complex texts, too. To that end we will have to consider questions of nondramatic literary history as well as history and particularly practice of performance. Thus, the seminar will be accompanied by a week-long workshop on performing 18th-century drama that will take place towards the end of May or in June; the exact date will be announced in class and on posters throughout the seminar. The workshop will be open to all students of English, but booking preferences will be given to members of this Hauptseminar.

Texts: David W. Lindsay's excellent anthology *The Beggar's Opera and Other 18th-Century Plays* is, unfortunately, out of print. Get it if you can or acquire at least the following texts in any edition you can find:
Addison, *Cato*; Gay, *The Beggar's Opera*, Lillo, *The London Merchant*; Goldsmith, *She Stoops to Conquer*; Sheridan, *A School for Scandal*. We will also deal with Farquhar's *The Beaux' Stratagem* and Susanna Centlivre's *The Busybody*.
Scheinerwerb: Regelmäßige Teilnahme (1 LP); Vor- und Nachbereitung (3 LP); Referat o.ä. (1 LP); Hausarbeit (3 LP).

The Uses of History: Historical Novels of the (late) 20th century

Prof. Nünning Dienstag 09:15 – 10:45 108 2st.

Is "postmodernism" still an adequate term for those tendencies that are discernible in British fiction at the beginning of the 21st century? What is "postmodernism"? In how far do renowned authors – whose works of the 1980s and 1990s were often called "postmodern" – deviate from established patterns? What are the characteristic features of (at least a small number of distinguished) contemporary works of fiction?
In this "Hauptseminar" we will try to answer these questions. After a short theoretical introduction (which will not extend to the basics of the analysis of narrative works! Do make sure that you know the most important narratological concepts beforehand) we will analyze the following novels:

Registration: (please as soon as possible – usually I get more than 40 registrations before the end of term) per email: vera.nuenning@urz.uni-heidelberg.de.
Texts: Ian McEwan, *Saturday* (2005); Julian Barnes, *Arthur and George* (2005); Zoe Heller, *Notes of a Scandal* (2003); Nick Hornby, *A Long Way Down* (2005); Zadie Smith, On Beauty (2005).
Course Requirements: In addition to regular attendance and active class participation (1 CP) and preparation/homework time (3 CP), participants will be expected to make an oral presentation (plus a handout) (1 CP) and write a 'Hauptseminararbeit' (3 CP) if they want to receive a 'Hauptseminarschein'.

Poetics and Poetry: British and American Romanticism

Prof. Schulz Mittwoch 09:15 – 10:45 113 2st.

The emergence of Romanticism as a literary movement involves a drastic break with previously held assumptions about the nature of poetry and the function of the poet. Thus the Aristotelean notion of mimesis, i.e., the idea that poetry should imitate nature, is replaced by a theory of the imagination as a creative rather than imitative faculty. The poet's chief task, then, is to revitalize our imaginative grasp of reality, to make us see things in a new light, and thereby re-create the world for us. In the wake of what they perceived as the failure of the French Revolution, European Romantics tended to locate the renovation of the world in an imaginary, transcendent realm of ideas. Their American counterparts, in contrast, managed to hold on to the vision of a New World in both idealistic and socio-political terms. – British writers to be discussed include William Wordsworth, Samuel Taylor Coleridge, and Percy Bysshe Shelley (texts will be photocopied). As regards American Romanticism, our key documents (all included in *The Norton Anthology of*

American Literature) will be Ralph Waldo Emerson's "The Poet", Edgar Allan Poe's "The Poetic Principle" and "The Philosophy of Composition", and Walt Whitman's Preface to *Leaves of Grass*, along with poems by each of these writers.

Registration: Please register by e-mail: dieter.schulz@urz.uni-heidelberg.de.
Text: *The Norton Anthology of American Literature*. Ed. Nina Baym et al. Seventh Edition. New York 2007. Vol. B.
Scheinerwerb: Regelmäßige Teilnahme (1LP); Vor- und Nachbereitung (3 LP); Referat o.ä. (1 LP); Hausarbeit (3 LP).

Kurt Vonnegut and Cultural History, 1940-2008

Prof. Thorson Donnerstag 11:15 – 12:45 114 2st.

The death of Kurt Vonnegut (Jr.) in April, 2007 brings to a close the long career of the most important American satirist of the second half of the twentieth century. This seminar will focus on his fiction, but will also incorporate some of his non-fictional work to illuminate his literary career. The approach will be largely chronological with on-going references to the social, political, and cultural contexsts in which his work was created, published, and read. Vonnegut's use of both conventional and revolutionary literary forms will be carefully examined to clarify his importance as a literary figure.
First class: 17 April.

Texts: Kurt Vonnegut:
Welcome to the Monkey House
Player Piano
Cat's Cradle
Slaughterhouse-5
Galapagos
Wampeters, Foma, and Granfaloons
Fates Worse than Death
Course Requirements: In addition to regular attendance (1 CP) and preparation/homework time (3 CP), students desiring a Schein for this Hauptseminar will be expected to develop an original idea for a Hausarbeit in conference with the instructor. The final paper (3 CP) will use significant secondary materials. All papers must be submitted prior to October 1, 2008.
They will be graded and returned to students shortly after that date. All students will present a report in class on a topic to be worked out with the instructor (1 CP).

Powerful Individuals: The Contemporary American Novel and the "Human Subject"

Prof. Schloss Montag 14:15 – 15:45 108 2st.

It seems that the American novel has rediscovered the charismatic individual. Toni Morrison's *Love* (2003) focuses on a black patriarch and entrepreneur and the ways through which he brings people under his spell. Don DeLillo's *Cosmopolis* (2003) probes the ambitions and desires of a young,

enormously successful New York investor. Paul Auster's *The Book of Illusions* (2002) tries to understand the force that drives a great filmmaker. And Stewart O'Nan's *The Good Wife* (2005) studies the courage, resilience, and loyalty of the wife of a condemned murderer. In focusing their interest on human power, creativity, and endurance, these novels break with the pessimism or scepticism with which postmodernist literature has regarded human identity. In the postmodern view, there can be no authentic self in the postindustrial consumer and media society; language and ideology dictate the terms – and the contents – of both thought and action, and the only freedom left to the individual is the freedom of irony and game playing. In this course, we will look at the ways in which the four novels try to revise the postmodernist scepticism in regard to human identity. While they are not uncritical of the individuals they portray – they are not advocating a new heroism – they seem to be trying to salvage a human force that resists the identity-denying pressures of the contemporary world.

Texts: Toni Morrison, *Love*; Paul Auster, *The Book of Illusions*; Stewart O'Nan, *The Good Wife*; Don DeLillo, *Cosmopolis*. All novels are available in paperback. Students should read them before the term starts.
Course Requirements: Regular attendance and active participation (1 CP); course preparation/homework assignments (3 CP); class presentation (10 minutes; 1 CP); final exam and term paper (15 pages; 3 CP).

Posthumanism: A Critical Introduction

Dr. Herbrechter Donnerstag 14:00 – 16:30 110 2st.

Posthumanism – whether it is understood as that which comes after humanism or that which comes, more disturbingly, after the human itself – is a discourse whose unsettling anticipations of the future and timely critiques of the present are only beginning to raise serious debate. Its insights, idioms, and canons are increasingly becoming subject to processes of recuperation which have thrust posthumanism and its concerns – typically relating to the impacts of bio-, nano-, cogno- and digital technology on body, mind, culture, and epistemology – into the mainstream of debate both within the humanities and within interdisciplinary explorations of the integrity of the human. This Hauptseminar sets out to review and analyse the history, breakthroughs, vocabularies, tenets, and failures of posthumanism, as well as the work of posthumanism's main thinkers and its current and future orientations. It looks at recent developments concerning the role of technology in culture, film, literature and theory and analyses the growing number of texts, concepts and representations that engage with the idea of 'cyborgisation', posthuman evolution, technoscience and the role of technology in culture in general. The following list of topics forms an indicative syllabus: utopia and dystopia in science fiction, technology and culture, prosthetic culture, cyborgisation and virtual reality, cyberfeminism, technoscience, eugenics, animal and human rights. The course will be combined with viewings of films, documentaries etc., on a regular basis, hence the two and a half hour slot allocated to it.

Texts: Badmington, Neil. Ed. (2000) *Posthumanism: A Reader*, Houndmills: Palgrave.
Bell, David, and Barbara M. Kennedy, eds. (2000) *The Cybercultures Reader*, London: Routledge.
Davies, Tony (1997) *Humanism*, London: Routledge.
Dinello, Daniel (2006) *Technophobia! Science Fiction Visions of Posthuman Technology,* Austin: University of Texas Press.

Gray, Chris Hables et al. Eds (1995) *The Cyborg Handbook*, London: Routledge.Halliwell, Martin and Andy Mousley (2003) *Critical Humanisms*, Edinburgh: EUP.
Hayles, N.Katherine (1999) *How We Became Posthuman*, Chicago: University of Chicago.
P.Murphie, Andrew, and John Potts (2003) *Culture and Technology*, Houndmills: Palgrave.
Rutsky, R.L. (1999) *High Techne*, Minneapolis: University of Minnesota Press.
Shields, Rob (2003) *The Virtual*, London: Routledge.
Course Requirements: Regular attendance and active participation (1 CP); course preparation/homework assignments (3 CP); oral presentation with detailed handout (1 CP); term paper (3 CP).

6 Kolloquien

Kein Scheinerwerb

Examenskolloquium

Prof. Nünning Dienstag 11:15 – 12:45 113 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.

Anmeldung bitte per Email.

Exam Preparation

Prof. Schnierer Freitag 09:15 – 10:45 108 2st.

This class is primarily designed for students planning to take an exam with me in the near future. We will address all the questions you have: how to prepare for an oral exam, how to conduct it properly, how to practice writing under severe time constraints, how to combat nervousness and probably a whole range of questions I haven't thought of yet but which may be of urgent interest to you.

7 Oberseminare

Kein Scheinerwerb

Work in Progress (14-täglich)

Prof. Nünning Mittwoch 15:15 – 18:45 114 2st.

Dieses Seminar richtet sich an Doktorandinnen und Doktoranden der anglistischen und amerikanistischen Literaturwissenschaft. Im Mittelpunkt stehen die Diskussion grundlegender Probleme, die sich beim Verfassen einer literaturwissenschaftlichen Dissertation ergeben, sowie ausgewählte Theorien (etwa feministische Narratologie) und Themen.

Anmeldung: Eine persönliche Anmeldung in meiner Sprechstunde ist erforderlich.

Current Trends in Linguistics (fortnightly)

Prof. Hundt Donnerstag 11:15 – 12:45 333 1st.

This seminar is aimed at students at the end of their Hauptstudium who are toying with the idea of writing a Staatsexamens- or Magisterarbeit in English (or those who have already embarked on a project). We will be looking at current research issues with an eye to both methodological and theoretical concerns. Our approach will combine close reading of linguistic texts and (wherever possible) the discussion of research projects.

Registration: You can register for this class during my office hours (preferred) or by e-mail.

8 Examensvorbereitung

Kein Scheinerwerb

8.1 Sprachwissenschaftliche Repetitorien

Die Struktur des Gegenwartsenglischen

Dr. Isermann Freitag 11:15 – 12:45 108 2st.

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 im Rahmenthema “The Structure of Present-day English” (zu jedem Prüfungstermin angeboten) 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.

Anmeldung: Keine Anmeldung nötig.
Texte: Ein Reader mit Basistexten wird zur Verfügung gestellt. Weitere Literatur in der Bibliographie/imSemesterapparat.

8.2 Text in Context

Dieser Veranstaltungstyp ist besonders geeignet für Examenskandidatinnen und -kandidaten. Die angemessene Vorbereitung auf die Spezialgebiete im Staatsexamen oder in der Magisterprüfung verlangt die Fähigkeit, ein Werk in seiner literaturgeschichtlichen Zugehörigkeit und in seinem kulturellen und sozialgeschichtlichen Kontext zu deuten. Demgemäß bieten die als Lektürekurse konzipierten Veranstaltungen Ihnen einen Rahmen, innerhalb dessen Sie Ihre eigenverantwortliche Beschäftigung mit den Texten einer Epoche durch Präsentation und Diskussion vertiefen können. Behandelt werden exemplarisch ausgewählte Werke der jeweiligen Epoche auf der Basis der „Lektüreliste zur Vorbereitung auf die Interpretationsklausur im Staatsexamen“ (cf. *Studienführer*). Neben der interpretatorischen Arbeit werden auch Hilfsmittel und Wege zur Erschließung größerer Zusammenhänge besprochen.

Modernist Prose

Prof. Schöneich Freitag 09:30 – 12:45, vierzehntäglich 122 2st.

Bitte beachten Sie über die allgemeine Ankündigung zum Kurstyp „Text in Context“ hinaus folgendes:
Behandelt werden die folgenden für das Thema „Modernist Prose“ in der Klausur IIB relevanten Texte: Katherine Mansfield: „The Garden Party“, „The Fly“; James Joyce: *Dubliners*; Joseph Conrad: *The Secret Agent*; D.H. Lawrence: *Sons and Lovers;* Virginia Woolf: *Mrs Dalloway, A Room of One's Own*; E.M. Forster: *A Passage to India;* L. Strachey, „Florence Nightingale“, „The End of General Gordon“ (aus *Eminent Victorians)*. Der Zielsetzung des Kurstyps entsprechend sollen sowohl ausgewählte Textpassagen im Sinne eines *close reading* interpretiert als auch größere Kontexte erörtert werden. Wie dies geschieht, hängt wesentlich von Ihrer Mitarbeit ab. Bitte lesen Sie alle Texte in den Semesterferien (in kommentierten Ausgaben) und überlegen Sie sich möglichst noch vor der Anmeldung, welche/n Text/e Sie vorstellen möchten.

Anmeldung: Bitte ausschließlich (!) persönliche Anmeldung in meinen Sprechstunden.
Text: Peter Childs. *Modernism*. The New Critical Idiom. 2nd ed. Abingdon, 2008.

Twentieth-Century American Literature

Prof. Schulz Donnerstag 16:15 – 17:45 108 2st.

Beschreibung siehe allgemeine Ankündigung zum Kurstyp „Text in Context“.
Anmeldung: Keine Anmeldung erforderlich.

8.3 Vorbereitungskurs für Examenskandidaten

Translation into English for Exam Candidates

Kay Henn Montag 18:15 – 19:45 116 2st.

This is a class open to all those intending to take their Staatsexamen at the end of the semester. You will have the opportunity to hand in a translation from a past exam each week and to have it graded at least every two weeks by your examiner, so that by the end of the semester you will have a good idea of what is expected of you in the exam. Apart from discussing the exam texts, we will also be revising typical problem areas. No issue too elementary or too advanced to be discussed, no such thing as a stupid question!

Registration: There is no need to register beforehand; just turn up to the first session / send me an email if you're starting the course late. Please note that it is only possible to attend one of the three translation prep courses.

Translation into English

Derek O'Brien Dienstag 11:15 – 12:45 108 2st.
Derek O'Brien Dienstag 16:15 – 17:45 116 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.

Examination course: Middle English

Priv.-Doz. Dr. Insley Donnerstag 14:15 – 15:45 116 2st.

This course is intended for examination candidates preparing for a written or oral examination in the history of English with emphasis on Middle English. We will deal with questions of Middle English phonology, morphology and dialectology, as well as with the development of English vocabulary (in particular, loans from Scandinavian and French). We will also translate Chaucer-extracts into German. Although the primary focus is on Middle English, due attention will be given to general questions of language history.

N.B.: Students are expected to prepare each session thoroughly.
Registration: per Email: john.insley@as.uni-heidelberg.de.

9 Fachdidaktik

Anmeldung per Online-Formular erforderlich.

Das Lehrwerk

Harald Weißling Dienstag 14:15 – 15:45 113 2st.
Harald Weißling Dienstag 16:15 – 17:45 113 2st.
Inge Sikora-Weißling Donnerstag 14:15 – 15:45 114 2st.
Inge Sikora-Weißling Donnerstag 16:15 – 17:45 116 2st.

Lerntheoretische und methodisch-didaktische Grundlagen.
Die Veranstaltung dient der Vorbereitung des Praxissemesters.
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.

Texts: Lehrwerke werden gestellt.
Scheinerwerb: Regelmäßige Teilnahme, aktive Mitarbeit, eine Hausarbeit von ca. 10 Seiten oder ein gehaltenes Referat und dessen schriftliche Zusammenfassung.

Das Lehrwerk – lerntheoretische und methodisch-didaktische Grundlagen

Klaus Freund Donnerstag 14:15 – 15:45 333 2st.

Die Veranstaltung dient der Vorbereitung des Praxissemesters.
Vor allem im Englischunterricht der Sekundarstufe I hat das Lehrwerk eine zentrale Bedeutung. Sein methodisches Konzept steuert den Sprachlehrgang, vernetzt die verschiedenen Bereiche des Lernprozesses und bündelt sie in einer Progression.
Mit dem Lehrwerk wird ein System geschaffen, in dessen Rahmen effektives und motivierendes Englischlernen möglich ist.
Vor dem Hintergrund zahlreicher Reformen und Neuerungen im Bildungssystem ist das Lehrwerk für die Unterrichtenden auch ein „heimlicher" Lehrplan, der ihren Unterrichtsalltag ordnen hilft und

die sprachliche Progression der Schüler kontrolliert von statten gehen lässt.
Die Veranstaltung setzt sich zum Ziel am Lehrwerk Prinzipien und Begriffe zu untersuchen, die für seine Konzeption wichtig sind: Ganzheitlichkeit, Schüler-, Handlungs-, Projekt- und Produktorientierung, Erwerb und Vermittlung von Lernstrategien, Fertigkeitentraining, Kompetenzerwerb, Maßnahmen der Differenzierung, Förderung von Kreativität, Einbezug von Emotionen, interkulturelles Lernen sowie der Erwerb von Sprachmitteln, Lexik und Grammatik.
Die gerade auf dem Markt erschienen 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.

Texte: Die Lehrwerke werden gestellt.
Scheinerwerb: Regelmäßige Anwesenheit, aktive Teilnahme, eine Hausarbeit von ca. 10 Seiten oder ein gehaltenes Referat und dessen schriftliche Ausarbeitung.

Teaching Methods for Assistant Teachers

Kay Henn Dienstag 16:15 – 17:45 108 2st.

This is a course for all those who have applied to go abroad as assistant teachers in the 2008-9 school year. After a brief introduction to the British school and exam system, the kind of level you can expect, and core communicative teaching techniques, you will be spending the semester holding short classes in speaking skills using your classmates as your students.
The idea is that by the end of the semester you will have not only gained classroom confidence and a store of ideas you can use in your teaching but also had a lot of fun and made friends with people whose floor you can sleep on in the half-term holidays.

Kein Scheinerwerb

10 Sprachpraxis

10.1 Pronunciation Practice/Begleitkurse Phonetik

Anmeldung per Online-Formular erforderlich.

This is a practical class in the language lab in which you actively improve your English pronunciation. The *Begleitkurs* should be taken in the same semester as the lecture ‘Introduction to English Phonetics and Phonology’, but certainly not before the lecture. The *Schein* that you receive for passing this class is the so-called ‘Aussprachetest’.
B.A. students receive 1 CP for passing this class.
Sign up online for either British English (BE) or American English (AE) classes. Please note that you will lose your place in a *Begleitkurs* if you do not turn up for the first session.
You will need to obtain one of the following books for the Begleikurs (the first for British, the second for American English pronunciation):

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

Bachelor-Modul	**Studiengang/Semester**
Phonetics	25% Sprachwiss., 25% Literaturwiss. oder 25% Kulturwissenschaft, 1.-2. Semester
Phonetics, Grammar, Writing	50% 1.-3. Semester; 75% 1.-2. Semester

1 Leistungspunkt

Pronunciation Practice/Begleitkurs Phonetik BE

Lena Zipp	Mittwoch	09:15 – 10:00	ZSL 320	1st.
Lena Zipp	Mittwoch	10:15 – 11:00	ZSL 320	1st.
Lena Zipp	Mittwoch	11:15 – 12:00	ZSL 320	1st.
Lena Zipp	Freitag	09:15 – 10:00	ZSL 320	1st.
Lena Zipp	Freitag	10:15 – 11:00	ZSL 320	1st.
Lena Zipp	Freitag	11:15 – 12:00	ZSL 320	1st.

Pronunciation Practice/Begleitkurs Phonetik AE

Reinhold Adam	Donnerstag	12:15 – 13:00	ZSL 318	1st.
Reinhold Adam	Donnerstag	13:05 – 13:50	ZSL 318	1st.
Reinhold Adam	Donnerstag	14:05 – 14:50	ZSL 220	1st.
Reinhold Adam	Donnerstag	14:55 – 15:40	ZSL 220	1st.

10.2 Grammar/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 (regular attendance: 1 CP) will be based on homework set the week before (estimated homework time: 2 hours per week, 1 CP). Your grade will be based on a centralized exam at the end of the course (1 CP).

Bachelor-Modul	**Studiengang/Semester**
Phonetics, Grammar, Writing	50% 1.-3. Semester; 75% 1.-2. Semester

3 Leistungspunkte (regular attendance: 1 CP, homework time: 1 CP, exam: 1 CP)

Kay Henn	Montag	16:15 – 17:45	116	2st.
Carolyn Burmedi	Dienstag	09:15 – 10:45	122	2st.
Carolyn Burmedi	Dienstag	11:15 – 12:45	122	2st.
Kathrin Pfister	Mittwoch	11:15 – 12:45	115	2st.
Kathrin Pfister	Donnerstag	09:15 – 10:45	114	2st.
Kay Henn	Donnerstag	11:15 – 12:45	113	2st.
Kathrin Pfister	Freitag	09:15 – 10:45	115	2st.

10.3 Grammar and Style I for Repeat Students

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.

Carolyn Burmedi	Donnerstag	11:15 – 12:45	122	2st.

10.4 Writing/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/Grammar and Style I to register for this course!

Bachelor-Modul	**Studiengang/Semester**
Phonetics, Grammar, Writing	50% 1.-3. Semester; 75% 1.-2. Semester

3 Leistungspunkte (regular attendance: 1 CP, homework time: 1 CP, exam: 1 CP)

Kay Henn	Montag	14:15 – 15:45	116	2st.
Derek O'Brien	Dienstag	09:15 – 10:45	116	2st.
Catherine Stevens-Jung	Donnerstag	11:15 – 12:45	115	2st.
Kay Henn	Dienstag	14:15 – 15:45	108	2st.
Derek O'Brien	Mittwoch	09:15 – 10:45	122	2st.
Derek O'Brien	Mittwoch	11:15 – 12:45	122	2st.

10.5 Translation into English/Translation I

Anmeldung per Online-Formular erforderlich.

This course is intended to be taken after Grammar/Grammar and Style I, and after or alongside Writing/Writing I. 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.

Bachelor-Modul	**Studiengang/Semester**
Translation and English in Use	75% 1.-3. Semester

3 Leistungspunkte (regular attendance: 1 CP, homework time: 1 CP, exam: 1 CP)

Michael Shiels	Montag	14:15 – 15:45	114	2st.
Michael Shiels	Montag	16:15 – 17:45	114	2st.
Peter Bews	Dienstag	14:15 – 15:45	112	2st.
Peter Bews	Dienstag	16:15 – 17:45	112	2st.
Catherine Stevens-Jung	Donnerstag	11:15 – 12:45	115	2st.
Dr. Leslie	Donnerstag	14:15 – 15:45	122	2st.
Dr. Leslie	Donnerstag	16:15 – 17:45	122	2st.
Kathrin Pfister	Freitag	11:15 – 12:45	115	2st.

10.6 English in Use

Anmeldung per Online-Formular erforderlich.

Bachelor-Modul	**Studiengang/Semester**
English in Use	25% Sprach-, Literatur oder Kulturwissenschaft, 3.-5. Semester
Translation and English in Use	75% 1.-3. Semester

3 Leistungspunkte

Practical Writing Skills

Sonja Christoph Montag 14:15 – 15:45 113 2st.

This class will concentrate on the texts students are most likely to need outside of the classroom. Areas covered will include resumés (c.v.s), cover letters, letters of complaint, letters to the editor and statements of purpose.

Course Requirements: For BA students requiring a Schein: Regular attendance and participation (1 CP); regular preparation / homework assignments (1 CP); examination (1 CP).

Vocabulary and Idiom

Derek O'Brien Donnerstag 09:15 – 10:45 116 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 each week (*politics*, *personal finance*, *books*, *the media*, *education*, *health*, *sport* etc.) 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.

Course Requirements: Regular attendance and participation (1 CP); regular preparation/homework assignments (1 CP); examination (1 CP).

Speaking

Peter Bews Donnerstag 14:15 – 15:45 112 2st.

This course should help you to talk about everyday topics.The emphasis will be on accuracy rather than fluency.

Course Requirements: Regular attendance and participation (1 CP); regular preparation/homework assignments (1 CP); Oral examination.(1 CP).

10.7 Advanced Writing/Writing II

Anmeldung per Online-Formular erforderlich.

Bachelor-Modul	**Studiengang/Semester**
Advanced Writing and Stylistics	50% oder 75% 4.-5. Semester

4 Leistungspunkte

Essay Types

Barbara Kujath	Montag	11:15 – 12:45	115	2st.
Barbara Kujath	Montag	14:15 – 15:45	115	2st.
Robert Lee	Dienstag	14:15 – 15:45	333	2st.
Robert Lee	Dienstag	16:15 – 17:45	333	2st.
Anne Mau	Donnerstag	11:15 – 12:45	112	2st.
Anne Mau	Donnerstag	09:15 – 10:45	112	2st.

In this course students will have the chance to develop their language skills while learning to organize and write various types of academic essays. Starting with the development of a topic statement, students will progress through increasingly complex assignments until they are writing well thought-out, formal essays.

Course Requirements: Regular attendance and participation (1 CP); regular preparation/homework assignments (2 CP); written exam (1 CP).

Academic Writing

Catherine Stevens-Jung Dienstag 09:15 – 10:45 115 2st.
Catherine Stevens-Jung Dienstag 11:15 – 12:45 115 2st.

This course offers you the opportunity to both examine and write a variety of texts in English; we will look at journalistic essays, passages from works of literature, examples of technical manuals or instruction books, as well as other texts written for a variety of different audiences. The emphasis will be on analyzing style, tone, and expression, and on examining vocabulary in order to improve your own written texts.

Course Requirements: Regular attendance and active participation (1 CP); regular homework assignments (2 CP); final essay (1 CP).

10.8 Stylistics/Grammar and Style II

Anmeldung per Online-Formular erforderlich.

Bachelor-Modul	**Studiengang/Semester**
Advanced Writing and Stylistics	50% oder 75% 4.-5. Semester

4 Leistungspunkte

Historical Translation

Carolyn Burmedi Montag 09:15 – 10:45 122 2st.
Carolyn Burmedi Montag 11:15 – 12:45 122 2st.

By pairing representative authors from various eras, we will examine stylistic elements and discuss the challenges of translating historical texts. Authors considered will include Martin Luther and Sir Isaac Watts; G.E. Lessing and Thomas Bulfinch; the Brothers Grimm and Joseph Jacob; Friedrich de la Motte-Fouqué and Wordsworth; and Friederike Schenk and Emma Holmes.
Students will be expected to meet regularly in study groups outside of class in order to prepare homework assignments.

Course Requirements: Regular attendance and active participation (1 CP); study group attendance (1 CP); homework including one 15-minute oral report (1 CP); final written exam (1 CP).

Register

Peter Bews Montag 14:15 – 15:45 112 2st.

There are three main areas that are looked at in this course, but they are all focussed on the writing of academic prose: text analysis, headlines/journalese, and register.

Course Requirements: Regular attendance and active participation (1 CP); regular homework assignments (2 CP); written examination (1 CP).

Translation of Cultural, Sociological and Political Texts

Dr. Leslie Mittwoch 14:15 – 15:45 122 2st.
Dr. Leslie Mittwoch 16:15 – 17:45 122 2st.

This course aims to produce translations which could have been written by a native English speaker. Obviously a variety of possible translations will emerge; the class should discuss and decide which option sounds best. The main topic emphasis will be on literature and society. Texts for translation will be taken from magazine and newspaper reviews, articles and reports from the beginning of the 20th century to the present.
In each session "tricky" expressions, idioms and neologisms will also be discussed.

Texts: Photocopies will be distributed.
Course Requirements: Regular attendance and active participation (1 CP); regular homework assignments (2 CP); written examination (1 CP).

10.9 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.

Karin Gunkel	Mittwoch	09:15 – 10:45	333	2st.
Nicola Jeck	Mittwoch	14:15 – 15:45	115	2st.
Karin Gunkel	Donnerstag	08:30 – 10:00	333	2st.
Karin Gunkel	Donnerstag	11:15 – 12:45	108	2st.
Karin Gunkel	Freitag	08:30 – 10:00	333	2st.

10.10 Advanced English in Use

Anmeldung per Online-Formular erforderlich.

4 Leistungspunkte

Translation Practice for Advanced Students

Peter Bews Montag 16:15 – 17:45 112 2st.
Peter Bews Donnerstag 16:15 – 17:45 112 2st.

This course is intended for all students approaching their finals (Magister and SE) who have spent a year abroad and need practice in advanced translation. We will cover both journalistic texts as well as literary ones and the emphasis will be on producing English-sounding texts, not the mutilated language sometimes practised in the lower level course, which is more an opportunity to refresh your grammar. Here grammar is a given.

Course Requirements: For MA students:Regular attendance and active participation (1 CP); regular homework assignments (2 CP); written examination (1 CP).

Advanced Vocabulary and Idiom

Carolyn Burmedi Donnerstag 09:15 – 10:45 122 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.

Course Requirements: For Erasmus and MA students requiring a Schein :
Regular attendance and active participation (1 CP); 30 hour internship in an English-speaking environment (1 CP); homework including one 15-minute oral report (1 CP); final written exam (1 CP).

Creative Writing

Peter Bews Donnerstag 18:15 – 19:45 112 2st.

This course is intended for anyone, from any semester, who enjoys, or thinks they would enjoy, writing in English. 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.

Course Requirements: For MA students requiring a Schein: Regular attendance and active participation (1 CP); weekly writing assignments (2 CP); written examination (1 CP).

11 Ethisch-Philosophisches Grundstudium

Nur Lehramtsstudiengang

American Hard-boiled Detective Fiction

Dr. Hauser Donnerstag 16:15 – 17:45 114 2st.
Description see page 26.

Eugene O'Neill

Dr. Hänßgen Dienstag 11:15 – 12:45 116 2st.
Description see page 30.

12 Lektürekurse

Kein Scheinerwerb

Hot Off the Press

Prof. Schloss/Jakubzik Donnerstag 18:15 – 19:45 333 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. An- gestrebt wird ein Dialog zwischen „anspruchsvoller Kunst" und Popkultur. Kenntnisse in US- Amerikanischer Geistesge-schichte 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.

13 Übergreifende Kompetenzen

In diesen Veranstaltungen können nach Maßgabe der vorhandenen Plätze Bachelor-Studierende aus anderen Fächern im Rahmen ihrer jeweiligen Prüfungsordnungen Leistungspunkte aus dem Bereich der Übergreifenden Kompetenzen erwerben.
Eine persönliche Anmeldung beim jeweiligen Dozenten (auch per e-mail) zur Aufnahme in den Kurs und Absprache der zu erbringenden Leistungen ist unbedingt erforderlich.

Pronunciation Practice/Begleitkurse Phonetik

Description and dates see page 51.

English in Great Britain and America

Prof. Hundt Donnerstag 11:15 – 12:45 333 2st.
Description see page 7.

Culture and Identity

Dr. Herbrechter Mittwoch 09:15 – 10:45 108 2st.
Description see page 9.

Julian Barnes

Dr. Ruge Montag 16:15 – 17:45 113 2st.
Description see page 29.

Hot Off the Press

Prof. Schloss/Jakubzik Donnerstag 18:15 – 19:45 333 2st.
Description see page 58.