

Universität Heidelberg – Anglistisches Seminar

Kommentierte Ankündigungen

Sommersemester 2010

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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 12. Januar 2010.

1.1 Termine und Fristen

Allg. Vorlesungsbeginn am Anglistischen Seminar: Dienstag, 13. April 2010

Ende der Vorlesungszeit: Samstag, 24. Juli 2010

Vorlesungsfreie Tage: Do, 13. Mai (Himmelfahrt), 24. Mai (Pfingstmontag), Do, 3. Juni (Fronleichnam)

Projekt- und Exkursionswoche: Beachten Sie die Ankündigungen vor Semesterbeginn

Orientierungseinheit für Studienanfänger: Mittwoch, 7. April 2010

Anmeldefrist (online Kurswahl): 22. März bis einschließlich 8. April 2010

1.2 Einsatz von Studiengebühren für die Lehre

Das Anglistische Seminar setzt Studiengebühren überwiegend dazu ein, die Kursgröße klein zu halten und die Bandbreite der angebotenen Veranstaltungen zu erweitern. Im Sommersemester 2010 werden
voraussichtlich (Stand: Redaktionsschluss) die folgenden Lehrveranstaltungen aus Studiengebühren finanziert:

Kurstyp	**Kurse aus Studiengebühren**	**Kurse gesamt**	**Anteil aus Studiengeb.**
Vorlesungen	2	10	(20%)
Proseminare	13	47	(28%)
Hauptseminare	6	17	(35%)
Kolloquien	1	8	(13%)
Oberseminare	0	3	(0%)

Examensvorbereitung	0	5	(0%)
Fachdidaktik	0	4	(0%)
Sprachpx Grundstudium	12	30	(40%)
Sprachpx Hauptstudium	15	22	(68%)

Weitere Informationen zum Einsatz der Studiengebühren finden Sie im Internet auf der Homepage des Seminars sowie unter http://sgv.uni-hd.de.

1.3 Der Bachelor Studiengang

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

- 25% B.A. Englische Sprachwissenschaft
- 25% B.A. Englische Literaturwissenschaft
- 25% B.A. Englische Kulturwissenschaft
- 50% B.A. Englische Sprach-, Literatur- und Kulturwissenschaft
- 75% B.A. Englische Sprach-, Literatur- und Kulturwissenschaft

Welche Lehrveranstaltungen Sie im Bachelor belegen sollten, sehen Sie am besten an der Modularisierung, die Sie in der Rubrik “Im Studium/Prüfungsangelegenheiten” 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 B.A.-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.	B.A.	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 –

In den Rubriken Landeskunde und Proseminar I Sprachwissenschaft werden die Lehrveranstaltungen noch einmal extra unter diesen Überschriften gruppiert.

1.4 Der Master Studiengang

Seit Sommersemester 2009 bietet das Anglistische Seminar den konsekutiven Master-Studiengang English Studies an, der im Haupt- oder Begleitfach jeweils mit einem Schwerpunkt in Literatur- oder in Sprachwissenschaft studiert werden kann.

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

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

1.5 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, Landeskunde und andere Kurse, die mit dem Vermerk “persönliche Anmeldung” gekennzeichnet sind. Bitte beachten Sie die Fristen für die Anmeldung (insbes. der literaturwissenschaftlichen Veranstalstungen).

Online-Formularanmeldung („Kurswahl“)
Kurstypen mit diesem Anmeldemodus (Einführungsveranstaltungen und -tutorien, sprachpraktische Übungen, Fachdidaktik) sind durch einen entsprechenden Hinweis („Anmeldung per Online-Formular erforderlich.“) 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 – bei manchen Kursen für mindestens vier – der angebotenen Kurse anmelden. 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, Zier, Wednesday 11.15 – 12.00 9 Punkte
Pronunciation Practice, Zier, Friday 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 E-Mail (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).

1.6 Orientierungseinheit für Studienanfänger

Am Mittwoch, dem 7. April 2010 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
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2 Vorlesungen

2.1 Vorlesung historische Sprachwissenschaft

Bachelor-Modul	**Studiengang/Semester**
Intermediate Studies Linguistics	25% Sprachwissenschaft 4.-5. Semester
Intermediate Studies Linguistics and Culture	75% Wahlpflichtmodul 4.-6. Semester
Intermediate Studies Linguistics and Literature	75% Wahlpflichtmodul 4.-6. Semester
Master Hauptfach: Intermediate Studies in English Linguistics, Advanced Studies in English Linguistics **Master Begleitfach:** Essential Intermediate Studies English Linguistics, Lectures in English Linguistics	
4.0 credit points (CP) **Course Requirements (unless noted otherwise):** Regular attendance (1 CP), course preparation/homework assignments (2 CP) and written term paper or exam (1 CP).	

A Short History of English to 1700

Prof. J. Insley Wednesday 11:15 – 12:45 108 2hrs.

The aim of this course is to present a short history of English from its Indo-European and Germanic origins to the end of the Early Modern period around 1700. The course will include a brief survey of the major developments in phonology and morphology, as well as of the key elements in the development of English vocabulary. Due attention will be given to the external factors influencing the history of English, in particular, the coming of Christianity and the Danish invasions in the Old English period, the Norman Conquest and the Reformation. The history of texts and the evidence of place-names will be given due attention. Previous histories of English will be subject to critical scrutiny.

Texts: A bibliography will be provided at the beginning of the course.

2.2 Vorlesungen Literaturwissenschaft

Bachelor-Modul	**Studiengang/Semester**
Intermediate Studies Literature	25% Literaturwissenschaft 4.-5. Semester
Literary Core Studies	25% LW, 50% oder 75% 2.-3. Semester
Intermediate Studies Linguistics and Culture	75% Wahlpflichtmodul 4.-6. Semester
Intermediate Studies Linguistics and Literature	75% Wahlpflichtmodul 4.-6. Semester
Master Hauptfach: Intermediate Studies in Literature, Advanced Studies in Literature **Master Begleitfach:** Essential Intermediate Studies Literature, Lectures in Literature	

4.0 credit points (CP)
Course Requirements (unless noted otherwise): Regular attendance (1 CP), course preparation/homework assignments (2 CP) and written term paper or exam (1 CP).

Overview of British Novels I: The Seventeenth and Eighteenth Century

Prof. V. Nünning Wednesday 09:15 – 10:45 110 2hrs.

Most of you will have heard that Daniel Defoe's novel *Robinson Crusoe* (1719) is the first English novel. Recent research suggests, however, that this is not quite true: The development of the novel was a long process to which many factors contributed – such as the development of journalism; travel literature; spiritual autobiographies (all of which you can trace in *Robinson Crusoe*), and, above all, cultural factors like the 'rise' of the middling ranks and the new position of women. In this lecture, we will trace the beginnings of the novel in the seventeenth century, look at related genres and important books like Thomas Hobbes' *Leviathan* or John Bunyan's *The Pilgrim's Progress*, and follow the fascinating development of nearly all the important ways of writing narrative prose and many subgenres (like the 'Gothic novel'), which were already established by the end of the eighteenth century. In accordance with the recent research that has been dubbed 'The New Eighteenth Century', we will also take into account the influence of cultural tendencies ('history of mentalities'), and the importance of women writers.

Victorian Poetry

Prof. P. Schnierer Monday 09:15 – 10:45 NUni HS 5 2hrs.

Victorian poetry is dogged by a pack of clichés: It is stuffy, melodramatic, medievalizing, overlong, too much concerned with decency, male chauvinist and imperialist to boot. We will encounter examples of all of these accusations but I will do my best to present to you another, complementary view: that of a vibrant, extremely productive genre that dominated much of the literary discourse of its time and that was strong enough to counter its own positions and overcome them.

Text: Francis O'Gorman ed. *Victorian Poetry: An Annotated Anthology* (Oxford: Blackwell, 2004.)

Der englische Roman von 1880 bis 1950

Prof. R. Schäffner Montag 14:15 – 15:45 110 2st.

Die Vorlesung bietet eine Einführung in die Geschichte der englischen Gesellschaft und einen Überblick über die Entwicklung des englischen Romans vom ausgehenden 19. Jahrhundert bis zum Ende des Zweiten Weltkrieges. Im Mittelpunkt stehen die vielfältigen Ausprägungen des realistischen, modernistischen und politischen Romans in ihren gesellschaftlichen, politischen, geistes- und kulturgeschichtlichen Zusammenhängen.

American Modernism

Prof. D. Schloss Thursday 09:15 – 10:45 108 2hrs.

This lecture course will assess the multifold contributions of US-American writers to the international movement of modernism. Students will be introduced to different American modernist schools and their cultural and aesthetic philosophies. After a consideration of the uses of the terms 'modern', 'modernity', and 'modernism', we will examine the work of Ezra Pound, T.S. Eliot, and H.D., American avant-garde poets who decided to make their home in Europe. We will scrutinize their contention that a modernist writer must, first and foremost, come to terms with 'tradition'. The second section of the lecture course will deal with the poems and poetic theories of Robert Frost, William Carlos Williams, and Wallace Steven – poets who adopted an anti-traditionalist, 'nativist' stance. In the third section, we will discuss the modernist orientations of three novelists: Ernest Hemingway, F. Scott Fitzgerald, and William Faulkner. A consideration of the Harlem Renaissance (Langston Hughes, Jean Toomer, and Zora Neale Hurston) in the modernist context and a preview of the literature and philosophy of post-modernism will round out this lecture course.

Texts: Students should read the following novels before the term starts:
Hemingway, *The Sun Also Rises*, Fitzgerald, *The Great Gatsby*, and Faulkner, *The Sound and the Fury*.
The Norton Anthology of American Literature (Seventh ed., 2007, Volume D: Between the Wars, 1815-1945) offers useful selections from the work of the modernist poets and the Harlem Renaissance writers. For a general introduction to the period and its writers see Part Four of the *Columbia Literary History of the United States*, ed. by Emory Eliot (New York, 1988).

2.3 Vorlesung Kulturwissenschaft

Bachelor-Modul	**Studiengang/Semester**
Cultural Core Studies	25%, 50% oder 75% Kulturwiss. 2.-3. Semester
Intermediate Studies Culture	25% Kulturwiss. 4.-5. Semester
Intermediate Studies Linguistics and Culture	75% Wahlpflichtmodul 4.-6. Semester
Intermediate Studies Linguistics and Literature	75% Wahlpflichtmodul 4.-6. Semester
4.0 credit points (CP) **Course Requirements (unless noted otherwise):** Regular attendance (1 CP), course preparation/homework assignments (2 CP) and written term paper or exam (1 CP).	

Overview of British Novels I: The Seventeenth and Eighteenth Century

Prof. V. Nünning Wednesday 09:15 – 10:45 110 2hrs.

Description see page 9.

Der englische Roman von 1880 bis 1950

Prof. R. Schäffner Montag 14:15 – 15:45 110 2st.

Beschreibung siehe Seite 9.

3 Einführungsveranstaltungen

3.1 Introduction to English Phonology and Phonetics

Bachelor-Modul	**Studiengang/Semester**
Phonetics	25% Sprachwiss., 25% Literaturwissenschaft oder 25% Kulturwissenschaft, 1.-2. Semester
Phonetics, Grammar, Writing	50% 1.-3. Semester; 75% 1.-2. Semester
3.5 credit points (CP) **Course Requirements:** Regular attendance (1 CP), course preparation & homework assignments (1.5 CP), final exam (1 CP)	

Dr. N. Nesselhauf Monday 09:15 – 10:45 Neue Uni HS 14 2hrs.

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

Note: There will be (voluntary) tutorials accompanying the lecture. Also, students need to take the pronunciation class "Begleitkurs Phonetik" (see page 55), either BrE or AmE, in the language lab, preferably in the same semester as the lecture.

Registration: No registration is needed for the lecture, but you need to sign up online for the Begleitkurs.

Texts: For both the lecture and the Begleitkurs one of the following books should be obtained:

Sauer, Walter. 2006. *A Drillbook of English Phonetics*. Heidelberg: Winter (3rd or 2nd edition). [for British English]

Sauer, Walter. 2006. *American English Pronunciation: A Drillbook*. Heidelberg: Winter (3rd or 2nd edition). [for American English]

Also recommended for the lecture: Collins, Beverley, and Inger M. Mees. 2003. *Practical Phonetics and Phonology*. London/New York: Routledge.

3.2 Introduction to Linguistics

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 (12.1.2010) 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
5.0 credit points (CP) **Course requirements:** Regular attendance of lecture course (1 CP) and tutorials(1 CP), preparation/homework (2 CP), final test (1 CP)	

Prof. B. Glauser Tuesday 16:15 – 17:45 Heuscheuer 1 2hrs.

The aim of this lecture course is to introduce students to the main ideas and concepts in English linguistics. We will start off by considering what language and linguistics are, look at key concepts in semiotics, phonetics and phonology, morphology, syntax, semantics, pragmatics and sociolinguistics, as well as psycholinguistics and conclude with a survey of historical linguistics. There will be an accompanying compulsory tutorial taught by advanced students where the basic tools and techniques linguists require for their trade are presented and the main issues treated in the lecture will be repeated and applied in practical exercises.

Texts: A reader with texts for the lecture class and tutorials will be available, but students may want to obtain one of the textbooks listed below (in alphabetical order, not in order of recommendation).

Brinton, Laurel (2000): *The Structure of Modern English: A Linguistic Introduction*. Amsterdam: John Benjamins.

Gramley, Stephan and Kurt Michael Pätzold (2004): *A Survey of Modern English*. London: Routledge.

Leisi, Ernst and Christian Mair (1999): *Das heutige Englisch: Wesenszüge und Probleme*. Heidelberg: Winter.

Mair, Christian (2008): *English Linguistics: An Introduction.* Tübingen: Gunter Narr Verlag.

Meyer, Paul Georg [et al] (2002) : *Synchronic English Linguistics: An Introduction*. Tübingen: Narr.

3.3 Introduction to the Study of English Literatures

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 (12.1.2010) 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% Literaturwissenschaft oder 25% Kulturwiss, 1. Semester
Introduction Module	50% oder 75% 1. Semester

5.0 credit points (CP)
Course requirements: Regular attendance of lecture course (1 CP) and tutorials(1 CP), preparation/homework (2 CP), final test (1 CP)

Prof. G. Leypoldt Monday 11:15 – 12:45 Heuscheuer I 2hrs.

This course of lectures will serve as an introduction to the study of literatures in English. Addressing key concepts and critical tools relevant to the analysis and interpretation of literary texts, we will discuss structural aspects of the major genres (drama, prose, poetry), explore the uses of literary and cultural theory, and survey basic categories of literary historiography.
There will be an accompanying compulsory tutorial where advanced students will discuss with you the key issues of this lecture and introduce you to the technical skills and research tools you need in your course of studies.This lecture will be in English, and it will conclude with a written exam.

Texts: Our main texts are William Shakespeare's *Hamlet* (Arden Edition) and Henry James' *The Portrait of a Lady* (any edition). Please read them by mid-May. Additional texts will be provided during the term. For background and introductory reading I suggest Vera and Ansgar Nünning's *An Introduction to the Study of English and American Literature* (Klett).

4 Proseminare

4.1 Proseminar I Sprachwissenschaft

Studierende im Studiengang Magister oder Staatsexamen können auch einen Schein **PS I Sprachwissenschaft** in den Kursen **Proseminar II moderne Sprachwissenschaft** (ab Seite 20) erwerben.	
Bachelor-Modul	**Studiengang/Semester**
Linguistic Core Studies	25%, 50% oder 75% Sprachwissenschaft 2.-3. Semester
5.5 credit points (CP) **Course Requirements (unless noted otherwise):** Regular attendance and active participation (1 CP), oral presentation (1 CP), course preparation/homework assignments (1,5 CP) and written term paper (2 CP).	

First Language Acquisition

M. Zier Monday 11:00 – 13:00 110 2hrs.

Children acquire their first language at considerable speed. They utter their first words at the age of 9 to 12 months; by the time they are 2.5 years old, they know up to 500 words or even more. But how do children do that? This seminar will provide you with the basic issues in first language acquisition. Among other things, we will have a look at the different stages of language acquisition and at a child's phonological, lexical and grammatical development. Furthermore, different theories of language acquisition will be discussed. We will also consider special cases of language acquisition, such as bilingualism or language impairment.

Texts: A detailed reading list will be available in the first session.

An Introduction to Sociolinguistics

Dr. F. Polzenhagen Monday 14:15 – 15:45 114 2hrs.

In this course, we will have a look at different influential strands, traditions, methods and topics within the broad field of sociolinguistics, including descriptive approaches, studies on language and gender, on language and ideology, on language and identity, the study of native and non-native varieties of English, and cognitive-cultural approaches. Each of these research strands will be introduced in terms of its theoretical framework and will be illustrated by representative case studies. As a part of the coursework, the participants will, furthermore, conduct a small-scale sociolinguistic questionnaire study.

Texts: A reader with the course material and a course script will be available

An Introduction to Syntactic Theories

Dr. M. Schiffmann Monday 16:15 – 17:45 122 2hrs.

The scientific topic of syntax deals with the question of how grammatically correct sentences are formed in human languages. Nice statement, isn't it? What is "grammatically correct" anyway? Actually, this is much less arcane as it seems at first sight. The sentences

(1) I've been learning syntax
(2) I've been learning table
(3) Syntax ing en learn I be 've

are obviously very different with regard to this. Knowing how to speak "correctly" can be of enormous practical importance for both native speakers and second language learners, as evidenced not least by stories reaching back as far as to the Bible (in one of whose stories the question after the correct pronunciation of the word *shibboleth* is used to decide whether the questioned person shall live or die).

The same question extends beyond pronunciation to syntax, where uttering (3) or (2) instead of (1) would give you away as a non-speaker of English just as easily as a pronunciation of *shibboleth* as *shabbolert* would have sentenced you to death in ancient times.

So yes, the topic is important, even in a practical sense. But leaving it at that would be a little easy, wouldn't it? Just as there isn't just one linguistic theory in general, there isn't just one theory of syntax, meaning that there are several syntactic theories that purport to tell us how English sentences are to be analyzed best, and that is what the main topic of this seminar will be.

But any good syntactic theory of course shouldn't be able to only be dealing with English, and therefore, we will also look at the question of how good some of the theories we'll be discussing deal with languages other than English. The collection of syntactic theories discussed will particularly include, but not be limited to, the most modern ones: generative grammar, dependency grammar, construction grammar, and optimality theory.

This seminar will enhance your understanding of (1) science & the way science is done; (2) linguistics & linguistics is done; (3) the various possibilities of the analysis of English, and (4) other languages and the different ways their most pertinent ways can be captured best.

Participants in my seminars sometimes ask me: "What does science say about x, y, z…?" There is no answer to this question since there is no thing as SCIENCE as such, only *scientists* working on problems and developing theories about them as best as they can, and by delving into the various syntactic data and exploring the various theories about them, we can, albeit in a minor way, take part in this fascinating enterprise.

Texts:

Edith Moravcsik, *An Introduction to Syntactic Theories*,Continuum, London 2006, € 28.99.

As a supplement, we will use two books written in German, namely,

Christa Dürscheid, *Syntax. Grundlagen und Theorien*, 5th edition, UTB, Munich 2010, and

Oliver Jungen & Horst Lohnstein, *Einführung in die Grammatiktheorie*, UTB, Munich 2006.

Registration: For application, send an e-mail to <mikschiff@t-online.de>. Once you get a positive response, you are part of the seminar.

Problems in the Learning of English as a Foreign Language

M. Zier Tuesday 14:00 – 16:00 333 2hrs.

This seminar deals with the problems German learners of English might encounter. First, different theoretical approaches to foreign language acquisition will be discussed. Second, we will examine in how far the differences between English and German in the fields of phonology, morphology, syntax, semantics, lexicology and pragmatics might influence German learners of English.

Texts: A detailed reading list will be available in the first session.

What Is Meaning? A Beginner's Guide to Semantics

Dr. M. Schiffmann Tuesday 16:15 – 17:45 333 2hrs.

"Linguistics without meaning is meaningless," the famous polyglot, linguist, and cultural critic Roman Jakobson once remarked, and of course, this point can hardly be denied. All the same, the meaning of linguistic expressions is often notoriously difficult to pin down, not least exemplified in the exercise of trying to define what words such as *bird*, or *human*, or for that matter, *linguistics*, mean.

In the middle of the last century, some were even tempted to banish the study of meaning from linguistics altogether on account of this, leading to the apodictic statement by Jakobson just quoted. How are statements like

(1) Every student in this room speaks two languages

(2) Two languages are spoken by every students in this room different?

What different meanings can a sentence such as

(3) Mary despised the teacher who congratulated her have, and why does

(4) Mary despised the teacher who congratulated herself have only one?

These are just some of the simpler questions that semantics is about, and quite surprisingly, many of them can be answered in a straightforward way once one frames both questions and responses in a formal way.

F**ormal semantics** sets itself the goal to do just that. Our course book *What Is Meaning? Fundamentals of Semantics* by one of the leading practitioners in the field will help us to learn this art and exercise it for ourselves. We will see that beyond all the vagaries of lexical (and other) meanings, such as the one of *bird* etc., save ground can be won and meaning can be clearly defined by means of a rigorous analysis using formal tools.

Moreover, the book we'll be using introduces the necessary formalisms in a very informal and accessible way, using pictures, tables, graphs, and stories along the road. An easier introduction into "hard," rigorous semantics is hardly imaginable. Additional exercises from James Hurford's classic book *Semantics* will undoubtedly also be helpful.

Texts: Paul H. Portner,*What is Meaning? Fundamentals of Formal Semantics*, Blackwell, London 2005, €23,99. As a supplement, we will use material from James R. Hurford, *Semantics. A Coursebook*, 2nd edition, Cambridge University Press, Cambridge 2007. Both books will be made available as a PDF to all participants immediately after (approved) application.

Registration: For application, send an e-mail to <mikschiff@t-online.de>. Once you get a positive response, you are part of the seminar.

Grammatical terms and concepts

Dr. M. Isermann Thursday 14:15 – 15:45 116 2hrs.

Technical terms for grammatical categories and concepts are not only an indespensable part of a linguist's equipment. They are also the tools that foreign language teachers need to be familiar with. The course is meant to consolidate, deepen, and extend the understanding of fundamental grammatical notions and categories such as those of the parts of speech, the grammatical functions, clause types, inflectional categories like voice, aspect, mood, and the like.

Texts: A reader will be available at the beginning of term.
Registration: students who wish to take the course should see me during my office hours or sign up via email (the absence of a response should be taken as successful registration).
No provisional registration!

Pragmatics – The Many Facets of Language Use

I. Iwanov Friday 10:15 – 11:45 333 2hrs.

"Pragmatics is the systematic study of meaning by virtue of, or dependent on, the use of language." Thus runs a famous passage from one of the most renowned linguists called Stephen C. Levinson (Levinson 2000). In this course we shall address key concepts of the study of language in use. We will study core concepts such as:

- What is Pragmatics? Why Pragmatics?
- What does it mean to communicatively co-operate?
- What are the roles of implicature and presupposition?

As the course will surely progress dynamically, questions of a more general nature will find their way into the discussions, such as those of the relation of pragmatics to cognition, semantics and syntax and other such interfaces.

Texts: The course will be largely based on Huang, Yan (2007):*Pragmatics*. Oxford: Oxford University Press.
Try to purchase this book. Copies will also be made available.
Registration: Interested? Then contact me via email to: <iwo.iwanov@gmx.de>.
For more information please also visit: <www.words-in-world.de>.

4.2 Proseminar II historische Sprachwissenschaft (Überblick)

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

Master Hauptfach: Intermediate Studies in English Linguistics **Master Begleitfach:** Essential Intermediate Studies English Linguistics – 4 CP (!)
6.0 credit points (CP) **Course Requirements (unless noted otherwise):** Regular attendance and active participation (1 CP), oral presentation (1 CP), course preparation/homework assignments (2 CP) and written term paper or exam (2 CP).

An Introduction to the History of English

Dr. F. Polzenhagen Tuesday 11:15 – 12:45 112 2hrs.
Dr. F. Polzenhagen Thursday 14:15 – 15:45 122 2hrs.

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 semantic) that have taken place in the history of English in more detail. Finally, a brief introduction to historical and diachronic computer corpora of English will be given.

Texts: A reader with the course material and a course script will be available

4.3 Proseminar II historische Sprachwissenschaft (Periode)

Bachelor-Modul	**Studiengang/Semester**
Intermed. Sem. Linguistics, Literature & Culture	75% 3.-5. Semester
Intermediate Studies Linguistics and Culture	75% Wahlpflichtmodul 4.-6. Semester
Intermediate Studies Linguistics and Literature	75% Wahlpflichtmodul 4.-6. Semester
Master Hauptfach: Intermediate Studies in English Linguistics **Master Begleitfach:** Essential Intermediate Studies English Linguistics – 4 CP (!)	
6.0 credit points (CP) **Course Requirements (unless noted otherwise):** Regular attendance and active participation (1 CP), oral presentation (1 CP), course preparation/homework assignments (2 CP) and written term paper or exam (2 CP).	

Einführung ins Altenglische

Prof. J. Insley Dienstag 16:15 – 17:45 116 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 Deutschen zu vergleichen ist. Neben der Übersetzung einfacher ae. Prosatexte sollen ausgewählte Probleme der Geschichte 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.

Texte: Kursbuch und möglichst anzuschaffen: Obst, Wolfgang und Florian Schleburg. 2004, *Lehrbuch des Altenglischen* (Heidelberg: Winter).
Als vertiefende Lektüre zu empfehlen: Hogg, Richard, 2002. *An Introduction to Old English* (Edinburgh: Edinburgh UP).

Einführung ins Mittelenglische

V. Mohr Mittwoch 09:15 – 10:45 115 2st.

Die Lehrveranstaltung ist als Einführung ins Mittelenglische konzipiert, wie es in den Werken von Geoffrey Chaucer in Erscheinung tritt. Zunächst werden die wichtigsten Methoden der sprachgeschichtlichen Rekonstruktion vorgestellt. Die sich anschließende Charakterisierung des Sprachstands umfasst die Phonologie des Chaucer-Englischen sowie zentrale Aspekte der Morphologie, Lexik, Semantik, Syntax und Pragmatik; dabei wird auch auf Veränderungen zum Neuenglischen hin eingegangen.

Text: Arbeitsblätter werden in der Veranstaltung ausgegeben.
Anmeldung: Die Anmeldung zu dieser Veranstaltung erfolgt per E-Mail an <volker.mohr@zsl.uni-heidelberg.de> unter Angabe des Betreffs “Mittelenglisch”. Bitte teilen Sie mir Ihren Studiengang am Anglistischen Seminar (z. B.Englisch Lehramt bzw. Magister Hauptfach Sprachwissenschaft, 75% Bachelor) bei der Anmeldung mit.

Early Modern English: The Language of Shakespeare and Elizabeth I.

Dr. M. Eitelmann Tuesday 16:15 – 17:45 110 2hrs.

This seminar intends to provide students with an overview of the English culture and language from about 1500 to 1700. During this period, English underwent some of its most radical changes, forming the language into the English spoken worldwide today.
We will discuss all levels of linguistic survey, i.e. phonology, spelling, morphology, syntax and the lexicon. The linguistic aspects to be focussed include the development of modal verbs, the rise of the DO-periphrasis (in questions and negations), the GOING TO-future and, last but not least, the watershed in the history of English phonology: the Great Vowel Shift.
Various exemplary texts from the period will be analysed (both prose and poetry), among them passages written by Henry VIII, Elizabeth I and the most famous Early Modern English writer, William Shakespeare.

Texts:
Barber, Charles. 1997. *Early Modern English*. Cambridge: Cambridge University Press.
Crystal, David. 2008. *'Think on my Words'. Exploring Shakespeare's Language*. Cambridge: Cambridge University Press.

4.4 Proseminar II moderne Sprachwissenschaft

In diesen Kursen können Studierende im Studiengang **Magister** oder **Staatsexamen** einen Schein **PS I Sprachwissenschaft** erwerben.	
Bachelor-Modul	**Studiengang/Semester**
Intermediate Studies Linguistics and Culture	75% Wahlpflichtmodul 4.-6. Semester
Intermediate Studies Linguistics and Literature	75% Wahlpflichtmodul 4.-6. Semester
Master Hauptfach: Intermediate Studies in English Linguistics **Master Begleitfach:** Essential Intermediate Studies English Linguistics – 4 CP (!)	
6.0 credit points (CP) **Course Requirements (unless noted otherwise):** Regular attendance and active participation (1 CP), oral presentation (1 CP), course preparation/homework assignments (2 CP) and written term paper or exam (2 CP).	

English word-formation

Prof. B. Glauser Wednesday 09:15 – 10:45 116 2hrs.

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

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

Child Language. Acquisition and Growth

Dr. M. Schiffmann Friday 12:15 – 13:45 122 2hrs.

In the past five and a half years, I have taught quite a few seminars on language acquisition, all PS I. In this first PS II on the topic, I will use Barbara Lust's book *Child Language. Acquisition and Growth*, written by one of the foremost researchers in the field. This book discusses in depth a wide range of problems, ranging from different theories about language acquisition to experimental work with children to questions such as language and brain development, as well as the acquisition of phonology (the sounds of language), syntax (the sentential structure of language), and semantics (the meaning of language).

One of the most interesting aspects of all this is the typological dimension. In the process of getting a grasp on the stepwise acquisition of English, we will also learn about the progress and the "mistakes" children make while acquiring languages such as French, Japanese, Swedish, Bulgarian, Chinese, Inuktitut – and German. Andrew Radford, whose work I have used in many of my seminars and who is himself an authority in the area of language acquisition writes about Lust's *Child Language*: "This new book… introduces the reader to the linguistic, neurolinguistic, and psycholinguistic bases of language acquisition. It is written in a lively and accessible style and should be on the recommended reading list for any course on first language acquisition."
In addition, we will be using work by other researchers, as well as videos and audio tapes showing – and enabling us to listen to – language-learning children in action to make things a little more concrete.

Texts: Barbara Lust, *Child Language. Acquisition and Growth*, Cambridge, Cambridge University Press 2006, € 29.99.
Another work we will refer to is Charles Yang's acclaimed book *The Infinite Gift. How Children Learn and Unlearn the Languages of the world*.
Both books are available as a PDF to participants. More material will be supplied in due time.
Registration: For application, send an e-mail to <mikschiff@t-online.de>. Once you get a positive response, you are part of the seminar.

4.5 Proseminar I Literaturwissenschaft

Registration deadline is Friday, Feb. 19, 2010. Prerequisite credits must be handed in by July 22, 2010. / **Anmeldefrist** endet am 19. Februar. Ggf. vorausgesetzte Scheine können noch bis 22. Juli nachgereicht werden.	
Bachelor-Modul	**Studiengang/Semester**
Literary Core Studies	25%, 50% oder 75% LW 2.-3. Semester
5.5 credit points (CP) **Course Requirements (unless noted otherwise):** Regular attendance and active participation (1 CP), oral presentation (1 CP), course preparation/homework assignments (1,5 CP) and written term paper (2 CP).	

Introduction to Shakespeare's Tragedies: Romeo and Juliet, Macbeth and Othello

E. Redling Wednesday 09:15 – 10:45 112 2hrs.

The three Shakespearian tragedies we will focus on in this course are especially compelling and are performed and read over and over again, which is perhaps mainly, but not exclusively, due to their displays of extreme behaviour and events which have always fascinated humankind: extreme love, madness, envy, jealousy, and death.
We will trace the origins and various meanings of the dramatic concept of tragedy and will look at Shakespeare's modifications. Stress will be laid, for instance, on ways Shakespeare includes elements of comedy in his tragedies and on the different traditions, tales and dramatic works he draws on.

Texts: Please buy and read the latest Arden Shakespeare editions of the three plays.
Registration: To register please contact <ellen.redling@as.uni-heidelberg.de>
Registration deadline is Friday, Feb. 19, 2010.
Prerequisite credits must be handed in by July 22, 2010.
Course Requirements: Regular attendance and active participation (1 CP), oral presentation (1 CP), course preparation/homework assignments (1,5 CP) and written exam (2 CP).

Metaphysical Poetry

J. Rupp Wednesday 16:15 – 17:45 116 2hrs.

For a time, their poetry was questioned for being too intellectual, yoking together disparate ideas. Then, in the course of several posthumous revivals, it was not least this intellectual complexity which was deemed to yield a new sensuousness, combining thought, experience, and feeling. Today, the Metaphysicals securely hold their position among the canon of English poetry.
This seminar is an introduction to the study of the Metaphysical poets, as well as to the study of poetry more generally. Participants will be given ample opportunity to analyze selected works, paying close attention to the specifics of poetic form. We will also explore ideas and contexts, tracing influences in and from Metaphysical poetry. Assessment will be based on a number of shorter written interpretations and essays (1,000-2,000 words) to be handed in over the course of the semester.

Texts: Participants are expected to bring their own copy of Christopher Ricks (ed.), *Metaphysical Poetry* (2006) – go browse and compile a list of your five favourite poems by the start of the seminar!
Registration: Registration deadline is Friday, Feb. 19, 2010.
Prerequisite credits must be handed in by July 22, 2010.
Course Requirements: Regular attendance and active participation (1 CP), oral presentation (1 CP), course preparation/homework (1,5 CP) and three written assignments (2 CP).

18th Century Fiction

Dr. K. Frank Tuesday 16:15 – 17:45 113 2hrs.

In the writing and teaching of literary history, the dangers of reducing literary material to simple and coherent stories of particular genres are hard to avoid. Thus, surveys of 18th century prose fiction tend to emphasize the rise of the novel and its prominent male representatives – Defoe, Richardson, Fielding, Smollett and Sterne. In this seminar, we will try to focus on the variety and diversity of prose works the century offers and explore social satire, sentimental and moral fiction, fairy tales and ghost stories as well as historical novels. In the process, we will analyse and compare different narrative techniques.

Texts: Please read Swift's *Gulliver's Travels* before the first session.
Registration: Registration deadline is Friday, Feb. 19, 2010.
Prerequisite credits must be handed in by July 22, 2010.

British Poetry of the 19th Century

Dr. K. Frank Monday 11:15 – 12:45 113 2hrs.

Towards the end of the 18th century, a number of revolutions and political, theological and philosophical debates start to rock the established systems of belief and social order all over Europe. In combination with the process of drastic social change triggered by the industrial revolution, these developments prove a frightening and destabilizing experience for the British people. At the same time, a revolution in the writing of poetry both engages in the social and political debates and presents the readers with radically new ways of poetic expression as the authors shift their focus towards the poetic individual in a cult of the subjective and irrational and celebrate the transforming power of the imagination. But what happens after the first enthusiasm for change and reform, and how can poetry keep up its revolutionary zest in the face of further political developments as the 19th century progresses and new forms of social stability are implemented and reinforced?In this class, we will trace these changes and developments from the beginnings of Romantic Poetry to late Victorian times and combine the detailed analysis of exemplary poetic texts with an investigation of their historical backgrounds.

Texts: A reader will be provided.
Registration: Registration deadline is Friday, Feb. 19, 2010.
Prerequisite credits must be handed in by July 22, 2010.
Course Requirements: Regular attendance and active participation (1 CP), oral presentation (1 CP), course preparation/homework assignments (1,5 CP) and written exam in the last session (2 CP).

Class and Gender in the 19th-Century Novel

C. Assmann Wednesday 11:15 – 12:45 333 2hrs.

In the wake of the French Revolution and the Industrial Revolution, the nineteenth century is a time of vast and rapid changes, which affected all areas of life. In these times, the novel develops into an increasingly important medium of social discourse in which the most pressing questions and problems of the day are reflected and discussed. In this course we will read two novels which tackle major concerns of their time: the social conditions of the working class and the role of women in society. In Charlotte Brontë's fictional autobiography *Jane Eyre* (1847) the heroine wrestles with the restricted possibilities for women in a patriarchal society and questions established gender relations. Elizabeth Gaskell's social novel *North and South* (1855) affords an insight into the societal changes against the backdrop of the industrialisation, exploring the transformation of hierarchical structures and the clash of workers and factory owners. In addition, this course offers an introduction into literary categories and the basic tools of prose analysis, on which we will build our discussion of the novels in question.

Registration: Please register via email at <corinna.assmann@gmx.de>
Registration deadline is Friday, Feb. 19, 2010.
Prerequisite credits must be handed in by July 22, 2010.

Henry James, *The Portrait of a Lady* (1908)

Dr. E. Hänßgen Monday 14:15 – 15:45 113 2hrs.

This course deals with Henry James' novel, a classic of American realism, from a number of perspectives: We look into biographical and historical contexts like the "Woman Question" and the so-called international theme (the confrontation of inexperienced Americans with sophisticated European manners), discuss questions of prose analysis and focus on the psychological portrait of Isabel Archer. To James, the growing consciousness of his heroine is the subject of the novel, her development an (inner) adventure; the rest of the characters – including Isabel's four suitors – are only satellites.
As James (1843-1916) was not only a preeminent writer, but also one of the first theorists of the novel, we also consider his critical preface to the novel and his famous essay "The Art of Fiction" (1884/8) to understand his sense of realism, of the relationship between content and form, and of the role of the novelist.

Texts: Please purchase this edition: James, Henry. *The Portrait of a Lady: An Authoritative Text; Henry James and the Novel, Reviews and Criticism*. Ed. Robert D. Bamberg. A Norton Critical Edition. 2nd ed., New York: Norton, 1995.
Please read the novel in advance, using the recommended edition.
Registration: Registration deadline is Friday, Feb. 19, 2010.
Prerequisite credits must be handed in by July 22, 2010.

London Literature

Dr. C. Lusin Tuesday 14:15 – 15:45 113 2hrs.

London is ... . Insert your personal idea of London, and it will surely fit one of the innumerable facets of that fascinating city. The once sinister East End, sleek South Kensington, cosy Hampstead, multiethnic Brixton or the sternly postmodern Docklands: London has doubtlessly many very different faces.
In this course, we shall focus on literary London, but also draw on other media. How have novelists, playwrights, short story writers, poets, essayists, painters and filmmakers seen London over the ages? What images of the city do they project, and how do they represent it? How do specific representations of London tie in with their cultural-historical background? In our readings of the texts, we will employ the tools of literary analysis you made yourselves familiar with in the Introduction to Literary Studies. In order to get a more comprehensive overview, we will also investigate into the history of the city from its mythical origins over the Swinging Sixties up until today.

Note: For those who would like to go beyond London's representations in the media and explore the 'real thing', there will be a four-day excursion to London during the reading week in cooperation with Dr. Frank's PS II "London Fictions of Migration".
Texts: For introductory reading, you should purchase at least one of the following volumes:
London Underground: Poems and Prose about the Tube. Ed. Tobias Döring. Stuttgart: Reclam, 2003.
London Stories. Ed. Adolf Barth. Stuttgart: Reclam, 2003.

London Poems. Ed. Adolf Barth. Stuttgart: Reclam, 2005.
Registration: Please register per email <Caroline.Lusin@as.uni-heidelberg.de>
Registration deadline is Friday, Feb. 19, 2010.
Prerequisite credits must be handed in by July 22, 2010.

Introduction to Modernist Fiction

C. Schwanecke Monday 11:15 – 12:45 114 2hrs.

"Kein rückwärts schauender Prophet,
geblendet durch unfaßliche Idole,
modern sei der Poet,
modern vom Scheitel bis zur Sohle!"
(Arno Holz, *Buch der Zeit. Lieder eines Modernen*; 1886)

The modernist avant-garde radically revolutionizes the arts at the turn towards the 20th century. This also holds true for the theory and practise of fiction writing. Modernist authors distance themselves from traditional poetics; they experiment with narrative techniques, establishing innovative ways of depicting events, characters, space, and time.
This seminar aims at introducing you both to the modernist period and to the analysis of modernist fiction. On the one hand, we will explore the historical and cultural background to this revolutionary epoch, the 'spirit of the age' and the poetics of 'High Modernism'. On the other hand, we will practise the analysis of fiction, applying the tools which you became familiar with in the introductory lecture and tutorials.
Besides reading theoretical essays by modernist authors, which will be provided in the Handapparat, we will analyze two very important and tremendously fascinating literary works of Modernism: James Joyce's *Dubliners* (1914) and Virginia Woolf's *Mrs Dalloway* (1925). You are expected to have read those texts by the beginning of the summer term. In our first session, there will be a short test so as to ensure that you have actually done this and that we are all on the same level in terms of content.

Texts: James Joyce, *Dubliners*; Virginia Woolf, *Mrs Dalloway*.
(Please use the 'Oxford World's Classics' editions.)
For a general introduction to Modernism please take a look at the following essay collection: Michael Levenson (ed.), *The Cambridge Companion to Modernism*. Cambridge: Cambridge UP 1999.
Registration: Registration deadline is Friday, Feb. 19, 2010.
Prerequisite credits must be handed in by July 22, 2010.

4.6 Proseminar II Literaturwissenschaft

Registration deadline is Friday, Feb. 19, 2010. Prerequisite credits must be handed in by July 22, 2010. / **Anmeldefrist** endet am 19. Februar. Ggf. vorausgesetzte Scheine können noch bis 22. Juli nachgereicht werden.	
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
Master Hauptfach: Intermediate Studies in Literature **Master Begleitfach:** Essential Intermediate Studies Literature – 4 CP (!)	
6.0 credit points (CP) **Course Requirements (unless noted otherwise):** Regular attendance and active participation (1 CP), oral presentation (1 CP), course preparation/homework assignments (2 CP) and written term paper or exam (2 CP).	

Tudor to Windsor: British Royalty and its Cultural Depictions

Dr. B. Hirsch Monday 16:15 – 17:45 110 2hrs.

Although the political relevance of British monarchs has steadily declined ever since King John was forced to issue the Magna Charta some eight hundred years ago, the general public's interest in the Royal Family remains substantial and sometimes even borders on obsession, as could be observed after the death of the late Princess of Wales.
Using this discrepancy as a starting point, our aim will be twofold: Firstly, we shall reconstruct the history of British monarchy from the reign of Henry VIII to the present day. Secondly, we shall analyse the portraits of British monarchs in selected textual and cinematic representations. Since an extensive consideration seems hardly desirable and would certainly be beyond the scope of this seminar, our focus will lie on depictions of Elizabeth I, Victoria and Elizabeth II in sources ranging from Shekhar Kapur's 1998 period film *Elizabeth* to Alan Bennett's 2007 novella *The Uncommon Reader*.

Registration: <bernd.hirsch@as.uni-heidelberg.de>
Registration deadline is Friday, Feb. 19, 2010.
Prerequisite credits must be handed in by July 22, 2010.

Crime and Punishment in America: The Impact of Dostoevsky's Novel on Literature and Cinema in the U.S.

Dr. B. Kaibach Wednesday 16:15 – 17:45 112 2hrs.

Dostoevsky's novel *Crime and Punishment* has had a lasting grip on the American imagination. In 1951, the popular comic book series Classics Illustrated, designed to introduce young readers to seminal works of literature, published a graphic novel adaptation of *Crime and Punishment*. For decades, the novel has been essential reading for undergraduate college students.
In this seminar, we will investigate the impact of Dostoevsky's novel on American literature and cinema. Responses to *Crime and Punishment* can be found in the works of such diverse figures as highbrow poet T.S. Eliot and crime fiction writer James M. Cain, African-American author Richard Wright and Jewish filmmaker Woody Allen. We will start with a close reading of *Crime and Punishment* and subsequently discuss T.S. Eliot's "The Love Song of J. Alfred Prufrock," Richard Wright's *Native Son*, Charles R. Jackson's *Lost Weekend* and films by Josef von Sternberg, Billy Wilder, and Woody Allen.

Texts: Fyodor Dostoevsky: *Crime and Punishment*
Richard Wright: *Native Son*
Charles R. Jackson: *Lost Weekend*
Participants are asked to have read *Crime and Punishment* by the beginning of spring term. (Please use the translation by Richard Pevear & Larissa Volokhonsky. For the German translation I recommend Swetlana Geier).
Registration: To register, please contact <bettina.kaibach@slav.uni-heidelberg.de>
Registration deadline is Friday, Feb. 19, 2010.
Prerequisite credits must be handed in by July 22, 2010.

William Shakespeare: *A Midsummer Night's Dream, As You Like It, Romeo and Juliet*

Dr. K. Hertel Thursday 09:15 – 10:45 113 2hrs.

A Midsummer Night's Dream and *As You Like It* are counted among the 'early' or 'romantic comedies', *Romeo and Juliet* has been called Shakespeare's first important tragedy. All three plays focus on different aspects of the ideal of romantic love against a background of moral and social codes and constraints, and in all three plays there is no clear-cut line between the comic and the tragic.
We will start the semester off by looking at the historical and theatrical context of Shakespearean drama before doing a close reading of the plays. This will include aspects like themes, plot structure, character conception, language and style. Finally, we will discuss genre criteria and Shakespeare's use of comedy and tragedy in each respective play.

Texts: Participants are asked to have read the three 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.
Registration: Registration deadline is Friday, Feb. 19, 2010.
Prerequisite credits must be handed in by July 22, 2010.

Renaissance Poetry

Dr. H. Grundmann Monday 16:15 – 17:45 114 2hrs.

The poets of the early modern age were deeply engaged in the political and religious antagonisms of the period. The public and the private, Stuart absolutism and love poetry, religion and literary culture intersected in the art of the Renaissance sonneteers William Shakespeare, Thomas Wyatt, Philip Sidney and their fellow Petrarkists. The writings of Cavalier poets like Ben Jonson and Metaphysical poets such as John Donne, Andrew Marvell or George Herbert reflect the changes brought about by Puritanism and Restoration politics that affected the relationship between the sexes as well as the sensibility of the age.

Texts: Please purchase Christopher Ricks and Colin Burrow, eds., *Metaphysical Poetry* (Penguin 2006) and Katherine Duncan-Jones, ed. *Shakespeare's Sonnets* (Arden 1997).
Further Reference:
Gary Waller: *English Poetry of the Sixteenth Century.* (1986),
George Parfitt: *English Poetry of the Seventeenth Century*.(1985),
David Reid: *The Metaphysical Poets* (2000).
Registration: Please register by e-mail with <grundmann@uni-heidelberg.de>
Registration deadline is Friday, Feb. 19, 2010.
Prerequisite credits must be handed in by July 22, 2010.

British Romantic Poetry

E. Redling Thursday 09:15 – 10:45 114 2hrs.

This course will concentrate on the great poets of early and late Romanticism: William Blake, Robert Burns, William Wordsworth, S.T. Coleridge and John Keats, P.B. Shelley, Lord Byron. The focus will be on famous poems like "The Tyger" by Blake and "The Rime of the Ancient Mariner" by Coleridge, but we will also deal with other male and female poets of the time. Additional topics will be the history and the socio-cultural contexts as well as the portrayal of nature, the self, the writer and emotions in the various poems. We will work on close reading skills and interpretative techniques.

Texts: There will be a reader containing the selected poems. For further reading please see for example:
Day, Aidan. *Romanticism*. London: Routledge, 2004.
Ford, Boris (ed.). *From Blake to Byron*. Harmondsworth: Penguin Books (= The Pelican Guide to English Literature 5).
Registration: To register please contact <ellen.redling@as.uni-heidelberg.de>
Registration deadline is Friday, Feb. 19, 2010.
Prerequisite credits must be handed in by July 22, 2010.
Course Requirements: Regular attendance and active participation (1 CP), oral presentation (1 CP), course preparation/homework assignments (2 CP) and written term paper (2 CP).

Charles Dickens

Dr. A. Stiebritz Wednesday 09:15 – 10:45 108 2hrs.

Charles Dickens (1812-1870) is considered one of the most important authors of both the nineteenth century and Victorian England. Generations of writers and readers have been influenced by his style, his characters and the unique atmosphere in his texts. As one of the first illustrious celebrities in European and American literary circles, he published 15 novels and a great number of short texts, Christmas stories and non-fictional writings. Many students read their first Dickens novel or their first Dickens story in their childhood. But there is more to his fiction than childhood remembrances: his stories are populated by exceptional characters which often seem as vivid as our fellow-people (from the innocent child, the comical couple, fairylike women and brave men to memorable villains and police inspectors). Furthermore, his novels are characterized by twisted plots, satire, moral and social criticism as well as stylistic diversity. He is not only considered a realistic, melodramatic and sentimental writer but in some ways even a modernist. In this seminar, we will study these aspects by focusing on three of Charles Dickens' most popular novels: *Oliver Twist* (1837-1838), *Hard Times* (1854) and *Great Expectations* (1860-1861).

Texts: Charles Dickens. *The Adventures of Oliver Twist; or, the Parish Boy's Progress*;
Charles Dickens. *Hard Times: For These Times*;
Charles Dickens. *Great Expectations*.
Please read *Oliver Twist* before the term starts. Inexpensive paperback editions with introduction, appendix and notes are available, e.g. Oxford World's Classics (with original illustrations) and Penguin Popular Classics.
Registration: You can register personally or by email <andrea.stiebritz@googlemail.com>
Registration deadline is Friday, Feb. 19, 2010.
Prerequisite credits must be handed in by July 22, 2010.

London Fictions of Migration

Dr. K. Frank Wednesday 11:15 – 12:45 114 2hrs.

The history of London in the 20th century is a history of immigration and ethnic diversification in which politicians and society alike face the task of readjusting cultural expectations and norms. Today, the city is still struggling with the challenges of a multi-national and multi-cultural society. In this seminar, we will trace the history of immigration and integration in London and discuss historical developments as well as news coverage and public debates about the issue. However, the focus will be on fictional representations of London as a hybrid city as in Sam Selvon's *The Lonely Londoners*, Hanif Kureishi's *The Buddha of Suburbia*, Andrea Levy's *Small Island* and several short stories and films.

Note: To add a more concrete and visual impression to all the reading and theorising, this seminar will be complemented by a (non-compulsory) 4-day excursion to London during the Project Week in the company of Dr. Lusin's *London Literature* class.
Texts: Please read Sam Selvon's *The Lonely Londoners* before the first session.
Registration: Registration deadline is Friday, Feb. 19, 2010.
Prerequisite credits must be handed in by July 22, 2010.

Hanif Kureishi: *The Black Album & My Son the Fanatic*

Dr. K. Hertel Tuesday 14:30 – 16:00 112 2hrs.

Hanif Kureishi ranges among the most interesting and controversial contemporary British artists. He has produced significant work in many different genres, including plays, screenplays, films, essays, short stories and novels. In this course we shall be looking into all of these genres by comparing his second novel, *The Black Album* (1995), with the author's own stage adaptation (premiered at The National Theatre in 2009), and the original short story of "My Son the Fanatic" with the screen adaptation of the same title (2002).
Since Kureishi was born into an Anglo-Pakistani family and grew up experiencing first-hand the racial and cultural clashes in South London, the inspiration for his early work has mainly been drawn from his own life's experiences as a hybrid of two different races and cultures. In the two texts in question, Kureishi has moved beyond the autobiographical to a rather more global issue "which has had a profound effect on our world, and which we are still trying to come to terms with" (Kureishi, *The Black Album* 2009): the subject of liberalism and its relation to extreme religion and fanaticism.
Set in London in 1989, the year of the fatwa against Salman Rushdie and the collapse of Communism as well as the fall of the Berlin wall, *The Black Album* has been called a thriller with a background of raves, ecstasy, religious ferment and sexual passion. Likewise, *My Son the Fanatic* takes up the theme of a young British Muslim getting entangled with Islamic radicalism in connection with intergenerational conflicts and questions of cultural identity.

Texts: Participants are asked to have read *The Black Album* (novel and play) and *My Son the Fanatic* (screenplay) by the beginning of the summer term in the following editions:
The Black Album (novel): Faber & Faber 1995;
The Black Album (play): Faber & Faber 2009;
My Son the Fanatic (screenplay) in: Hanif Kureishi, *Collected Screenplays, Vol.1: My Beautiful Laundrette, Sammy and Rosie Get Laid, London Kills Me, My Son the Fanatic,* Faber & Faber 2002.
The short story "My Son the Fanatic" can be found in: Hanif Kureishi, *Love in a Blue Time*. Faber & Faber, 1997 (O KUR 105).
Registration: Registration deadline is Friday, Feb. 19, 2010.
Prerequisite credits must be handed in by July 22, 2010.

Mark Twain

P. Löffler Tuesday 09:15 – 10:45 108 2hrs.

This seminar examines Mark Twain's local color fiction in the context of the Gilded Age in post-Civil War America. Unlike classical realist novels, many of Twain's literary works explore the social conditions in the rural South along the Mississippi river. We will therefore try to locate Twain's realist poetics, especially his Mississippi writings, by looking at the specificity of the Southern setting (e.g. social structures, language, landscape) in contrast to modern American city

life and ideas of urbanity. At the center of the seminar will be Twain's popular *The Adventures of Huckleberry Finn.* But we will also read some of his most celebrated short stories and selected essays of his work as a literary critic.

Texts: *The Adventures of Huckleberry Finn* (Penguin Classics) All remaining other texts will be made available in a seminar reader in the first week of the semester
Registration: Please register by e-mail <philipp.loeffler@as.uni-heidelberg.de>
Registration deadline is Friday, Feb. 19, 2010.
Prerequisite credits must be handed in by July 22, 2010.

Another View of Arthur Miller

Dr. E. Hänßgen Wednesday 11:15 – 12:45 116 2hrs.

This course links two periods of Arthur Miller's writing, the sixties and his last works up to his death in 2005. It proceeds in three thematic units – marriage, memory and the Holocaust – and compares and contrasts dramatic technique and topics across the decades.
The first unit comprises partially autobiographical plays connected to Miller's marriage with Marilyn Monroe (1956-1961). The first, *After the Fall* (1964), is a memory play about relationships and facing guilt for their failure; the other shows a film crew trying to bring the star back to acting and *Finishing the Picture* (2004). It focusses on the human cost of stardom and is loosely based on the disastrous filming of *The Misfits*, the screenplay Miller wrote to establish his then wife as a serious actor.
Another memory play set in the mind of its protagonist is *Mr Peters' Connections* (1998), which like the earlier play enacts memories of relationships, but combines them with a more general quest for meaning.
The third unit analyses plays set in the time of Nazi terror: *Incident at Vichy* (1964) and *Broken Glass* (1994). Here, questions of private and public responsibility and ethical values are central. The first play, set in France in 1942, shows the dynamics of a group of detainees awaiting questioning and likely imprisonment; the second illustrates the impact of the 1938 pogrom night on a Jewish couple in Brooklyn.

Texts: Miller, Arthur. *Plays: Two. The Misfits, After the Fall, Incident at Vichy, The Price, The Creation of the World and Other Business, Playing for Time*. Introd. Arthur Miller. World Classics. London: Methuen Drama, 2009.
Miller, Arthur. *Plays: Six. Broken Glass, Mr Peters' Connections, Resurrection Blues, Finishing the Picture*. Introd. Enoch Brater. World Classics. London: Methuen Drama, 2009.
Please read the five plays before the beginning of term.
Registration: Registration deadline is Friday, Feb. 19, 2010.
Prerequisite credits must be handed in by July 22, 2010.

Captivity Narratives

Dr. D. Fischer-Hornung Friday 09:15 – 10:45 115 2hrs.

Some maintain that the Indian captivity narrative, in which kidnapped or captured colonials reported the hardships of imprisonment at the hands of native people, is the first truly American literary genre. Mary Rowlandson's narrative of her captivity, for example, provides a window to both Puritan and Native American cultures and is a founding text of the genre. European settlers were fascinated with the people they were about to conquer, and the narratives of returned hostages like Rowlandson became best sellers. This genre, however, has a precursor in the Barbary captivity narratives, in which some unlucky European (or, later, American) describes life as a slave of the Algerian and Moroccan pashas. Geronimo later reverses the gaze in his autobiographical narrative, portraying his fate as a captive Native American. The slave narratives of Frederick Douglas, and Harriet Jacobs give voice to the African and African American view on captivity and liberation. Based on these texts, we will explore the following questions: What definitions of civilization are reflected in these narratives by the captor and the captives? How did they interpret their experience and what do their interpretations tell us about the broader perspective of colonization, Americanization, as well as the resistance of indigenous peoples of North America and Africa? What role do religious, racial, and gender constructions and convictions play? What genre conventions are employed in these narratives, especially in reference to the tropes of captivity/unfreedom and liberation/freedom?

Texts: Students are asked to buy the specified editions before the beginning of class (acquisition time may be lengthy) and to read Mary Rowlandson's narrative in Lauter/Sayre, pp. 127-175.

Baepler, Paul Michael. Ed. *White Slaves, African Masters: An Anthology of American Barbary Captivity Narratives*. University of Chicago Press, 1999.

Appiah, Kwame. Ed. *Narrative of the Life of Frederick Douglass an American Slave and Incidents in the Life of a Slave Girl*. Modern Library, 2000.

Lauter, Paul and Sayre, Gordon M. Eds. *American Captivity Narratives: Selected Narratives.* New Riverside Editions, D.C. Heath, 2000.

Registration: Registration deadline is Friday, Feb. 19, 2010.

Prerequisite credits must be handed in by July 22, 2010.

Fantastic Pastures & Pastoral Fantasies

Dr. O. Plaschka Thursday 16:15 – 17:45 333 2hrs.

Pastoral motives like the Garden or the Golden Age are prevalent in many fantastic texts: idyllic landscapes designed as counterdraft to an alienated life in the city; childhood dreams that still have power over our lives; but also suppressed urges and half-forgotten deities that thrive in the darkness of the woods. Protagonists in these texts seek to recapture their lost gardens, or they are overcome by an unwelcome return of the uncivilized forces as personified by the "goat-foot God of Arcady", Pan.

This course will examine a wide array of Fantasy and "Weird Fiction" of the pre-Tolkien era, including rather straight-forward pastoral idylls as well as their dark or ironic reinterpretations.

Texts: Most texts will be provided in form of a reader. In addition, you will also need copies of the following novels:
Kenneth Grahame: *The Wind in the Willows* (any edition will do)
Lord Dunsany: *The Blessing of Pan* (Wildside Press, ISBN 978-0809530755)
James Branch Cabell: *Jurgen* (The Editorium, ISBN 978-1434102478)
Registration: Registration deadline is Friday, Feb. 19, 2010.
Prerequisite credits must be handed in by July 22, 2010.

Rituals and Narration: new approaches from the point of view of recent theories of rituals and narratology

Prof. V. Nünning Tuesday 11:15 – 12:45 113 2hrs.

What is the relation between rituals and narration? And why should we care about the answer to that question?
Rituals not only structured and governed the lives of our ancestors; they are still important today, when many of them have to be adapted in a new, multicultural world. The study of rituals has been the focus of eight years of research in the SFB Ritualdynamik, and in this course we want to take this research further by clarifying some of the ways in which rituals and narratives intersect. After all, most rituals tell a story, which, as some initiation rituals suggest, may be quite complex. Moreover, we come to know rituals by way of representation: the actual performance of actors, in which we may partake as an audience, or the verbal representation of rituals in literature, as well as the multi-medial representation in television and in films. Last but not least, many rituals incorporate narrations, and the performative quality of these may be one of the most important factors for the dynamics of change within rituals.
In order to clarify the relations between rituals and narratives, we will first have to become acquainted with some new theories of rituals (in order to find out what the salient points of ritual are and how these connect to questions of, for instance, performativity) and, correspondingly, with new insights from the field of cultural narratology. We will also test our theories with regard to examples, but these will not be at the core of this course.
The course will be taught jointly by Prof. Gregor Ahn and Vera Nünning; we invite students of rituals, religious studies and English studies to participate. In the first session we will decide whether we conduct the course in German or English; most of the literature on rituals and narratives is in English, anyway.

Texts: A reader with the articles which form the basis of our discussion will be made available in the *Handapparat*.
Registration: Registration deadline is Friday, Feb. 19, 2010.
Prerequisite credits must be handed in by July 22, 2010.

4.7 Proseminar I Kulturwissenschaft (anwendungsorientiert)/Landeskunde

Lehramtsstudierende können hier einen **Landeskundeschein** erwerben.	
Bachelor-Modul	**Studiengang/Semester**
Cultural Core Studies	50% oder 75% 2.-3. Semester
5.5 credit points (CP) **Course Requirements (unless noted otherwise):** Regular attendance and active participation (1 CP), oral presentation (1 CP), course preparation/homework assignments (1,5 CP) and written term paper (2 CP).	

Britsh Institutions: A History (1509-1815)

M. Shiels Wednesday 11:15 – 12:45 110 2hrs.

Spanning the three hundred years from the accession of Henry VIII to the defeat of Napoleon and the Congress of Viennna, 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.

Texts: Background material for study and preparation will be distributed in the sessions.
Note: Sorry, this course is only open to students who need the *Schein*.
Course Requirements: Regular attendance and active participation (1 CP), oral presentation (1 CP), course preparation (1,5 CP) and a written homework assignment (2 CP).

On Whose Side? – Ireland in the Two World Wars

O'Brien/Gaston Thursday 11:15 – 12:45 112 2hrs.

In 1914 both Irish Nationalists and pro-British Unionists enlisted in the British Army in the hope that their contribution to the war effort would be rewarded by their preferred version of a constitutional settlement for the island after the war: an autonomous Ireland or continuation as an integral part of the United Kingdom. In the end neither side got what they wanted, but instead partition and a degree of independence. This unsatisfactory state of affairs had unforeseen consequences over twenty years later, when the Free State of Ireland consciously adopted and maintained a policy of neutrality during the Second World War, while the North of Ireland exploited its position and industries to strengthen its 'loyal' reputation and ties with the UK. This course looks at Ireland (the whole island) in the two World Wars, people's attitudes to the conflicts, the importance of Ireland to the warring sides, and examines questions such as: did being anti-German mean being pro-British (and anti-British pro-German)? In particular, it will be seen how the attitude of the Irish to both conflicts was largely determined by their views on the status of Ireland.

Texts: Fisk, Robert. In Time of War. Dublin: Gill & Macmillan, 1985.
Girvin, Brian and Roberts, Geoffrey, eds. Ireland and the Second World War: Politics, Society and Remembrance. Dublin: Four Courts Press, 2000.
Grayson, Richard S. Belfast Boys: How Unionists and Nationalists Fought and Died Together in the First World War. Continuum, 2009.
Mulholland, Marc. Northern Ireland: A Very Short Introduction. Very Short Introductions. Oxford: Oxford University Press, 2003.
Wills, Clair. That Neutral Island. London: Faber & Faber, 2007.

London Literature

Dr. C. Lusin Tuesday 14:15 – 15:45 113 2hrs.

Description see page 24.

American Humor in the Twentieth Century

Dr. S. Bloom Monday 09:15 – 10:45 112 2hrs.

This course will explore various aspects of American culture and history in the 20th century by examining American humor. Topics will include: why we laugh, ethnic humor, african-american humor, jewish humor, misogynist humor, feminist humor and political humor.

4.8 Proseminar I Kulturwissenschaft (theoretisch)

Bachelor-Modul	**Studiengang/Semester**
Cultural Core Studies	25%, 50% oder 75% Kulturwiss., 2.-3. Semester
5.5 credit points (CP) **Course Requirements (unless noted otherwise):** Regular attendance and active participation (1 CP), oral presentation (1 CP), course preparation/homework assignments (1,5 CP) and written term paper (2 CP).	

The Anglo-American Legal System

Dr. M. Schiffmann Monday 14:15 – 15:45 122 2hrs.

Where do the famous jury trials that are the topic of so many U.S. crime movies come from? What is a petition for habeas corpus (an institution often so important for American death row prisoners as a last attempt to save their lives), and how is it that the discourse on human rights is so prominent in the legal and political system of the United States? And what is the nature of the U.S.'s *customary or common law*, said to come from custom and, more or less, below, and *statutory law*, a for of law engineered from above and enshrined in written legislation?

It all began in the mother country, Great Britain, before the 13 colonies in North America made up their mind and decided to secede from the United Kingdom. And much of it started as early as with the first recognized human rights proclamation in history, the *Magna Charta*, issued in England in 1215. Which itself was preceded by the *Charter of Liberties* in 1100 in which the then King of England recognized that he was subjected to the law and that the law was above him.
From this source sprang a rich tradition of the rule of the law and the liberty of the "subject," at that time almost exclusively understood in the sense of a person being subjected, that is, *Untertan*. But starting in 1215 at the latest, this concept gradually evolved into the notion of the subject as an autonomous individual and free agent who has a number of inalienable rights that must be protected by the rule of law.
Legal history and the analysis of legal systems as they exist today do not necessarily have to be dry topics that sentence you to months of boredom but can, on the contrary, pave the way to exciting insights relevant to our own lives. In addition, we will anchor these insights in a cultural-theoretical framework. About the book we'll mainly be using, the magazine *The New Yorker* had the following to say: "A learned, thoughtful history for the layman. The author, an American attorney, takes us back to Britain before the Norman conquests and brings us forward to the present."

Texts: Charles Rembar, *The Law of the Land. The Evolution of Our Legal System*, Harper & Row, New York 1980. That book is out of print but will be available as a PDF to participants. There are also cheap used copies available on the internet (via amazon, abe.books, etc.).
In addition, we'll use the renowned American attorney Michael Tigar's book *Law and the Rise of Capitalism*, Monthly Review Press, New York 2000, € 16.99. Of this book, there will also be a PDF.
Registration: For application, send an e-mail to <mikschiff@t-online.de>. Once you get a positive response, you are part of the seminar.

Youth and Media Culture Online

Dr. D. Fischer-Hornung elearning: 24/7 online Internet 2hrs.

The aim of this course is to familiarize students with youth culture in virtual media and in face-to-face interaction: Advertising (commercial and public benefit ads) and Youth Markets; Youth, Media, and the Internet; as well as Youth Groups in the Web 2 Environment. We will concentrate on youth consumption and production of media; the development of media subcultures; and the impact of new media, especially in new formations of community and identity.
As consumers of mainstream media, we will examine the impact media has on youth. In addition to familiarizing themselves with the course content, students will be able to develop skills in scholarly research using the Internet as well as Internet presentation skills.
This is an 8-week crash course that is demanding in time and effort. It will enable students to attend class together in a virtual classroom. All materials required for this class will be available 24/7 online via Moodle, Heidelberg University's e-learning platform.

Texts: Material will be provided online.
Course Requirements: Completion of the assigned reading and research, participation in class discussions in the online forum, and the completion of a group Internet presentation. Students will receive a full semester's cultural studies credit (PS I Cultural Studies (Theory).

4.9 Proseminar II Kulturwissenschaft/Landeskunde

Lehramtsstudierende 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
6.0 credit points (CP) **Course Requirements (unless noted otherwise):** Regular attendance and active participation (1 CP), oral presentation (1 CP), course preparation/homework assignments (2 CP) and written term paper or exam (2 CP).	

Tudor to Windsor: British Royalty and its Cultural Depictions

Dr. B. Hirsch Monday 16:15 – 17:45 110 2hrs.

Description see page 26.

The History of the British Workers' Movement

Dr. M. Schiffmann Wednesday 14:15 – 15:45 122 2hrs.

George Orwell once described British society as one where the role of class was so deeply entrenched that it was even reflected in physical appearance, with members of the upper classes on average being taller and of a less stocky bodily frame than the members of the toiling masses. Great Britain was also the country where what came to be called the "working class" first emerged, together with industrialization and the development of a capitalist market economy.
The birth of that class was accompanied an extreme extension of the work day, brutal and deadening working conditions, the unscrupulous use of child labour on a mass scale, and by horrendous levels of exploitation of the work force in general. And just as the main oppressed class of pervious ages, the peasantry, had fought long and bitter struggles with the landlords and the nobility, which were the upper classes of their day, it did not take the newly formed industrial working class very long to organize and fight for a better life.
This struggle, which began more than 200 years ago around the time of the French Revolution (1789 – 1795), has not ended up to this day.
From the radical Chartists of the 1830s and 1840s, who wanted to turn society upside down and abolish classes altogether, to the reformist Fabian Society of which George Bernard Shaw was a member, from the militant miners who not once, but twice, in 1926 and 1984, came close to bringing down the government, to the generally very moderate leadership of the Labour Party, there is a common theme: that the state of affairs working people live under needs to change.

This seminar will look at the 200 to 250 years of the history of the working class movement in Great Britain "from below": for one thing, from the grassroots and the rank and file more than from the leadership, and for another thing, from the point of view of two vitally important sectors *within* the working class whose importance has often been either overlooked or diminished, namely women on the one, and blacks and colonial subjects on the other hand.
The central text for the seminar, *Comrade or Brother? A History of the British Labour Movement*, was written by one of the foremost historians of the British labour movement, Mary Davis. The other one, a small booklet called *Roads to Freedom*, is a 1918 classic authored by one of the greatest British philosophers and public figures of all time, Bertrand Russell. After castigating the dehumanizing features of the capitalist and profit-oriented society then and now in existence, in his final paragraph Russell says:

> The world that we must seek is a world in which the creative spirit is alive, in which life is an adventure full of joy and hope, based rather upon the impulse to construct than upon the desire to retain what we possess or to seize what is possessed by others. It must be a world in which affection has free play, in which love is purged of the instinct for domination, in which cruelty and envy have been dispelled by happiness and the unfettered development of all the instincts that build up life and fill it with mental delights. Such a world is possible; it waits only for men to wish to create it.

Texts: Mary Davis: *Comrade or Brother? A History of the British Labour Movement*, 2nd edition, Pluto, London 2009, € 18,99;
Bertrand Russell, *Proposed Roads to Freedom*, Arc Manor, Rockville, MD, 2008, € 7,99.
Both books are available as a PDF file for participants of the seminar and will be made available to them immediately after application.
Registration: For application, send an e-mail to <mikschiff@t-online.de>. Once you get a positive response, you are part of the seminar.

London Fictions of Migration

Dr. K. Frank Wednesday 11:15 – 12:45 114 2hrs.

Description see page 29.

Hanif Kureishi: The Black Album & My Son the Fanatic

Dr. K. Hertel Tuesday 14:30 – 16:00 112 2hrs.

Description see page 30.

Remaking the "West" and "East" in Hollywood Film

Dr. D. Fischer-Hornung Thursday 14:15 – 16:30 110 2hrs.

In the time between the height of the Cold War in the mid-twentieth century and the period after the dissolution of the Soviet Union, the first Gulf War, and the attacks of 9/11, the ground has shifted significantly when we look at the meaning of "the East" and "the West." In my talk I will try to document this shift of cultural and political ground as reflected in the world of Hollywood films and their remakes.
Hollywood has frequently mined both the commercial and ideological potential in taking successful films and subsequently reworking them, thereby recycling and recuperating content and also tapping into former commercial success. Film, with its unlimited proliferation of tropes and formulaic meanings provides an ideal source of productive and reproductive images reflecting and simultaneously forming the social conscious and unconscious. Four original films and their sometimes multiple remakes will serve to demonstrate the changing focus on the "state of the nation," illustrating how the constructions of "the East" and "the West" shift over time while simultaneously exploring how films work with established tropes that can easily shift in conceptualization.

Films: We will watch and discuss the following original films and their remakes:
The Manchurian Candidate (1962, re-released 1987; remade in 2004)
The Invasion of the Body Snatchers (1956); *Body Snatchers: The Invasion Continues* (1994); *The Invasion* (2007)
The Day the Earth Stood Still (1951 and 2008)
Solaris (1972 and 2002)
Course Requirements: Active participation and a final exam

The American Musical on the American Frontier

C. Burmedi Friday 09:15 – 12:45 110 2hrs.

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 to watch the filmed versions in their entirety and discuss their relationship to theoretical texts.
A detailed class schedule is available to interested students.

Rituals and Narration: new approaches from the point of view of recent theories of rituals and narratology

Prof. V. Nünning Tuesday 11:15 – 12:45 113 2hrs.

Description see page 33.

5 Hauptseminare

5.1 Hauptseminare Sprachwissenschaft

Nur im Lehramts-, Magister und Master-Studiengang
Master Hauptfach: Advanced Studies in English Linguistics, Graduate Studies in English Linguistics **Master Begleitfach:** Advanced Seminar in English Linguistics
8.0 credit points (CP) **Course requirements (unless noted otherwise):** Regular attendance and active participation (1 CP), course preparation and homework assignments (3 CP), oral presentation (1 CP) and term paper (3 CP).

English-German Contrastive Linguistics

Dr. S. Mollin Thursday 16:15 – 17:45 116 2hrs.

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

Texts: Mair, Christian. 1995. *Englisch für Anglisten*. Tübingen: Stauffenburg.
König, Ekkehard & Volker Gast. 2007. *Understanding English-German Contrasts*. Berlin: Schmidt.

Registration: Sign up on the list outside office 220.

Semantics

Dr. F. Polzenhagen Tuesday 14:15 – 15:45 122 2hrs.

In this course, we will deal with 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’), at generative semantics and at conceptual semantics.

Texts: A reader with the course material and a course script will be available

World Englishes

Dr. N. Nesselhauf Monday 11:15 – 12:45 112 2hrs.

An overview of the many different varieties of English used around the globe by necessity has to be selective. In order to achieve both a sufficiently broad and in-depth coverage, we are going to discuss a number of varieties from all continents, both native-speaker and non-native speaker varieties, well-known and lesser-known ones (including the variety spoken on the Atlantic island Tristan da Cunha), varieties structurally close to Standard British and American English and those far removed from them (such as Nigerian pidgin). A number of theoretical and methodological issues will also be covered, including proposed models of World Englishes, theories of the emergence of colonial varieties, and, in particular, various approaches to the empirical investigation of language varieties. Students will be expected to carry out their own corpus-based study and should therefore be willing to work with corpus software.

Texts: Introductory reading: Crystal, David (2003). *English as a Global Language.* Cambridge: CUP.

Registration: To register for the course, please send an email to <Nadja.Nesselhauf@urz.uni-heidelberg.de>.

Course requirements: deadline for the seminar paper (in English) 21. August 2010

Concepts of Language in Literature and Linguistics

M. Isermann/Schulz Wednesday 09:15 – 10:45 113 2hrs.

Thanks largely to Saussure, modern linguistics proceeds from the assumption that the linguistic sign is arbitrary, the product of social convention without any intrinsic link to reality. A counter-position is represented by the American Romantic writer Henry David Thoreau, who in *Walden, or Life in the Woods* (1854) admonishes his readers to heed "the language which all things and events speak without metaphor, which alone is copious and standard." Thoreau's remark recalls the ancient topos of the Book of Nature and its corollary, the dream of a natural language. In this view, Nature as "God's second book" (next to the Bible) is made up of a system of signs, an alphabet to be "read" just like one studies a book. Conversely, language should approximate nature to the point where words would be rooted in things rather than social convention. Both the Saussurean and the Thoreauvian position have a long history going all the way back to Greek philosophy. We will examine a number of philosophical, theoretical, and literary texts with an eye to the natural-language or nature-as-language debate. Related issues to be explored in this course include iconicity, metaphor, etymology, puns, and speculations about the origin of language.

Note: Participants can obtain credit for either literature or linguistics (not both).

Texts: Everybody should be familiar with Walden by the beginning of the semester (*The Norton Anthology of American Literature*. Ed. Nina Baym, Vol. B, or any other edition). A reader will be provided for all other texts.

Registration: <dieter.schulz@urz.uni-heidelberg.de>
Registration deadline is Friday, Feb. 19, 2010.
Prerequisite credits must be handed in by July 22, 2010.

Sound Change

Prof. B. Glauser Friday 09:15 – 10:45 116 2hrs.

The aim of this seminar is threefold. First, we shall have a look at some of the more spectacular historical and ongoing English sound changes. This will lead us on to methodological questions. Finally, we shall have to see what answers have been provided with respect to the question of why sounds change.

Text: Jean Aitchison 1981. *Language Change: Progress or Decay?* Bungey, Sussex: Fontana.

Requirements : *Zwischenprüfung* plus historical PSII

Metaphor and Metonymy in Discourse

Priv.-Doz. Dr. S. Kleinke Thursday 11:15 – 12:45 N Uni HS 9 2hrs.

Traditionally, metaphors and metonymies have been regarded as figures of speech, i.e. as more or less ornamental devices in rhetorical style. Cognitive linguists have changed this view dramatically over the last 30 years. The course focuses on how metaphor and metonymy are used in everyday language systematically as powerful cognitive tools for our conceptualization of abstract categories. In the first section of the course, we will be dealing with metaphor and metonymy in cognitive linguistics, mainly focusing on the systematic character of metaphorical concepts, different types of metaphor, and their cultural backgrounds. The second section of the course focuses on practical explorations into metaphor and metonymy in different types of discourse It will cover a broader range of linguistic studies on lexical, grammatical, pragmatic and cultural issues, as well as practical explorations into the language of science, education and politics.

Note: Participants are strongly recommended to take part in the research colloquium "Cognitive Explorations into Metaphor II" to be held in May/June 2010 in the AS – look out for posters and announcements on the home page of the AS. Here you can get a first glimpse of current research issues covering theoretical as well as practical and empirical research questions.

Texts: Recommended for introductory reading: Ungerer/Schmid (2006): *An Introduction to Cognitive Linguistics*. London. Chapter 3.

A list of topics for term papers and a detailed reading list will be provided in the first session.

Registration: <anmeldung.kleinke@gmail.com>

Pragmatics: Practical explorations into linguistic politeness

Priv.-Doz. Dr. S. Kleinke Tuesday 14:15 – 15:45 110 2hrs.

What does it mean to be polite or impolite in our culture and what role does language play in politeness? In modern linguistics, politeness is a concept that affects every linguistic utterance. Our discussion will start out from the pragmatic background of politeness and a brief introduction into the three central pragmatic models of politeness (Leech's maxims of politeness, the now classical politeness concept developed by Brown and Levinson, and Watts' constructivist model) and their application to linguistic rudeness. Starting from these central pragmatic theories a broad range of

empirical studies on politeness-sensitive phenomena, such as greetings, compliments, apologies, requests and forms of address, often in a cross-cultural contrastive context, will form the background against which participants will carry out their own small-scale practical empirical research. The course will be organised as a workshop. Participants will work in groups and each participant is expected to present a short practical research paper for discussion in class.

Texts: Recommended for introductory reading: Watts, Richard J (2003): *Politeness.* Cambridge. Chapter 1+4

A list of topics for term papers and a detailed reading list as well as further details on how the course is organised will be provided in the first session.

Registration: <anmeldung.kleinke@gmail.com>.

Course requirements : Regular attendance and active participation in class (1 CP), course preparation and homework assignments (1 CP), oral report 1 and 2 (3 CP), long term paper (3 CP).

5.2 Hauptseminar Literaturwissenschaft

Nur im Lehramts-, Magister und Master-Studiengang **Registration** deadline is Friday, Feb. 19, 2010. Prerequisite credits must be handed in by July 22, 2010. / **Anmeldefrist** endet am 19. Februar. Ggf. vorausgesetzte Scheine können noch bis 22. Juli nachgereicht werden.
Master Hauptfach: Advanced Studies in Literature, Graduate Studies in Literature **Master Begleitfach:** Advanced Seminar in Literature
8.0 credit points (CP) **Course requirements (unless noted otherwise):** Regular attendance and active participation (1 CP), course preparation and homework assignments (3 CP), oral presentation (1 CP) and term paper (3 CP).

Shakespeare's Great Tragedies

Dr. B. Hirsch Monday 11:15 – 12:45 333 2hrs.

Presumably all written in the first decade of the 17th century, *Hamlet*, *Othello*, *King Lear* and *Macbeth* rank among Shakespeare's most accomplished dramatic achievements and are thus commonly referred to as the Bard's 'great tragedies'.

Starting with an exploration of their historico-cultural context (i.e. the late Elizabethan and early Jacobean period) and Shakespeare's scrappy biography, we shall attempt to gain a deeper understanding of the four plays' complexities. In doing so, our discussions will centre upon Shakespeare's sources, his dramatic technique and major thematic interests. Moreover, in order to assess the great tragedies' potential to stimulate ever new readings, we shall also consider a number of critical responses (ranging from 19th-century 'affective criticism' to deconstructive, gender-related and postcolonial readings) as well as selected cinematic adaptations.

Texts: Since it is vital that we all use the same edition, students are strongly advised to purchase the Arden version of *Hamlet* (ed. A. Thompson), *Othello* (ed. E.A.J. Honigman), *King Lear* (ed. R.A. Foakes) and *Macbeth* (ed. K. Muir).

All participants are expected to have read the four plays until the beginning of term.

Registration: <bernd.hirsch@as.uni-heidelberg.de>

Registration deadline is Friday, Feb. 19, 2010.

Prerequisite credits must be handed in by July 22, 2010.

William Blake

Prof. P. Schnierer Monday 11:15 – 12:45 108 2hrs.

Blake, one of the major poets in the English canon, is *sui generis*: Although he lived and worked in what we are accustomed to call the Romantic period, he is not a romantic poet. In fact, he is at least three poets in one: the author of the early *Songs of Innocence and Experience*, where he comes closest of the work of his contemporaries, the contrariwise poet of *The Marriage of Heaven and Hell* and the visionary who spent the best part of his career writing complex and dark epics. In this seminar we will attempt to trace the dynamics of Blake's writing and the ideologies surrounding him.

Text required: Alicia Ostriker (ed.). *William Blake: The Complete Poems*. (Penguin)
Text recommended: Peter Ackroyd's Blake biography in any edition
Registration: You can register an interest in this class from the moment you read this: just drop by and see me either during my *Sprechstunde* or whenever my door is open. Please be prepared to state reasons for your choice; the definitive admittance will depend on the submission of a short analytical paper (to be discussed individually)
Registration deadline is Friday, Feb. 19, 2010.
Prerequisite credits must be handed in by July 22, 2010.

History and Theory of Fantasy Literature

Dr. K. Frank Tuesday 11:15 – 12:45 114 2hrs.

"Fantasy" is a label that is very familiar both from bookstore shelves and from the feuilleton's animated debates about the current fantasy hype triggered by the mass-market success of the book and film versions of *The Lord of the Rings*, *Harry Potter* and *Twilight*. But what exactly is "Fantasy" – is it a genre or a mode, how can it be defined, what is the difference between "Fantasy" and "the Fantastic" and how is it related to adjacent genres like Science Fiction, the Fairy Tale and Magic Realism? In this seminar, we will delve into genre discussions, problems of definition and different theoretical approaches to Fantasy, sketch major lines of development in the history of Fantasy literature and analyse exemplary texts from different centuries in the light of our results. The authors under discussion will range from Jonathan Swift and Horace Walpole to Angela Carter and Terry Pratchett.

Texts: Please read Swift's *Gulliver's Travels* before the first session.
Registration: Registration deadline is Friday, Feb. 19, 2010.
Prerequisite credits must be handed in by July 22, 2010.

The 'Knowledge' of Literature and the Functions of Literary Texts

Prof. V. Nünning Tuesday 09:15 – 10:45 113 2hrs.

During the last decades, there have been heated discussions about the 'knowledge' of literature in a number of philologies, especially in 'Germanistik'. At the same time, however, it has been hotly disputed that literary texts can 'contain' knowledge, work as 'thought experiments', or contribute to cognition: After all, fictionality is one of the key defining features of literature.

In this seminar, we will concern ourselves with various theories and discuss controversial points of view. We will then 'test' our theories with regard to a number of texts not renowned for their verisimilitude, i.e. D.J. Taylor, *Kept. A Victorian Mystery* (2006); Robert Browning, "My Last Duchess"; Zoe Heller, *Notes on a Scandal,* and (at least some chapters of) Julian Barnes, *A History of the World in 10 ½ Chapters* (1989).

Note: Anyone who wants to attend this seminar must be willing and able to delve into theoretical matters such as: (excerpts from) texts by the philosophers Nelson Goodman and Catherine Elgin, the literary theorist Wolfgang Iser, the cognitive scientists Jerome Bruner and Catherine Kerr, and others. A close knowledge of the categories for the analysis of literary texts is taken for granted.
Registration: Registration deadline is Friday, Feb. 19, 2010.
Prerequisite credits must be handed in by July 22, 2010.

Concepts of Language in Literature and Linguistics

M. Isermann/Schulz Wednesday 09:15 – 10:45 113 2hrs.

Description see page 41.

Fictional Worlds – Possible Worlds?

Dr. A. Stiebritz Wednesday 14:15 – 15:45 112 2hrs.

A number of literary critics say, "our actual world is surrounded by an infinity of other possible worlds" (Raymond Bradley and Norman Swartz, 1979). This seminar is about a special kind of possible worlds: fictional worlds – narrative universes one enters by writing and reading a literary text.
In recent decades literary theory has benefited from a number of innovative approaches to literature. One of these approaches is the theory of possible worlds which originally developed in analytical philosophy and logic in the second half of the twentieth century. The theory's useful explanatory powers were soon discovered by a number of literary theorists such as Umberto Eco (Bologna) and Thomas G. Pavel (Princeton).
In the seminar, we will proceed from the assumption that fictional worlds are possible worlds which the reader, in the course of reception, experiences in a manner similar to his perception of reality. We will discuss developments within possible worlds research and we will try to find answers to the following questions: What exactly is fiction? What is a possible world? How can we distinguish the actual world (i.e. reality) from a possible world? What is a fictional world and what constitutes such a fictional world? How do literary characters create their own possible worlds? And how can we define these worlds? etc. We will then use the results of our discussions as a framework for a close analysis of Kate Chopin's novel *The Awakening* and other narrative texts, thereby also focusing on the texts' thematic concerns and narratological concepts.
This seminar is especially designed for M.A. students and all those students (Magister and Staatsexamen) who are interested in philosophical approaches to literature and recent developments in literary theory, or, simply, in accessing fictional realities.

Texts: Kate Chopin. *The Awakening and Other Stories*. ed. Pamela Knights. Oxford: Oxford University Press (Oxford World's Classics; ISBN 978-0-19-953694-8).
A reader with the relevant theoretical texts will be provided; further background materials will be placed in the library.
Registration: You can register personally or by email: andrea.stiebritz@googlemail.com
Registration deadline is Friday, Feb. 19, 2010.
Prerequisite credits must be handed in by July 22, 2010.

T.S. Eliot

Prof. G. Leypoldt Wednesday 11:15 – 12:45 112 2hrs.

This seminar will explore the work of the poet-critic Thomas Stearns Eliot. No other American writer was as influential in shaping contemporary assumptions about what it means to be a modern poet, no other contributed as much to the reinvention of literary studies between the 1940s and 1960s. We will trace Eliot's contributions to modernism from his playful earlier works (*Prufrock and Other Observations*, 1917, *Poems*, 1920) to his influential *The Waste Land* (1922) and his more philosophically-minded later experiments in spiritual poetry (*Ash Wednesday*, 1930, *Four Quartets*, 1936-41) and verse drama (*Murder in the Cathedral*, 1935). We will also take a close look at how Eliot's critical essays contributed to mid-twentieth-century literary practice and theory. Comparing Eliot to other important American poets (Robert Frost, Wallace Stevens, Ezra Pound, Langston Hughes, William Carlos Williams), we will situate him in the theoretical and socio-political contexts of transatlantic literary modernism.

Texts: I suggest the following editions: T.S. Eliot, *Complete Poems and Plays* (ISBN: 0571225160), and *Selected Prose of TS Eliot*, ed. Frank Kermode (ISBN: 0156806541).
Additional material will be provided in a reader at the beginning of the term.
Registration:
You can register by sending an email to <leypoldt@as.uni-heidelberg.de> by February 20.
You will be expected to hand in a short project proposal (two pages) by March 30th.
Prerequisite credits must be handed in by July 22, 2010.

The American Presidency: Political, Cultural, and Literary Perspectives

Prof. D. Schloss Tuesday 14:15 – 15:45 HCA 2hrs.

What attitudes have American presidents taken towards literature and the arts? How have literature and the arts dealt with the institution of the American presidency as well as with individual presidents? Has the emergence of modern media and the increasing importance of popular culture changed the views of presidents about literature and culture? What role do modern media formats (films, tv series, soap operas) play in popularising the idea of a female or a black president? These are some of the questions that will be discussed in this interdisciplinary Hauptseminar offered by the Heidelberg Center for American Studies. It is open to the HCA's MA students as well as to

(advanced) students of English, History, and Politics. Co-taught by a political scientist and a literary historian, the seminar will assess the changing relationship between the official sphere of American politics and the realm of literature and culture from the early republic on to the present day.

Texts: The seminar plan along with a list of the works to be discussed, will be available in mid-February.

Registration: If you are interested in participating in this seminar, please send an email to Prof. Schloss; give a reason why you are interested in taking this class.
Registration deadline is Friday, Feb. 19, 2010.
Prerequisite credits must be handed in by July 22, 2010.

Modern American Drama

Prof. Grange Wednesday 16:15 – 17:45 114 2hrs.

This course in Modern American Drama will survey important developments in American playwriting since the 1920s. For a more specific outline of this course and a list of texts, please see the online version of the *Kommentierte Vorlesungsverzeichnis*.

Registration: <elke.hiltner@urz.uni-heidelberg.de>
Registration deadline is Friday, Feb. 19, 2010.
Prerequisite credits must be handed in by July 22, 2010.

Post/Colonial Perspectives: E.M. Foster, Monica Ali, Amitav Ghosh

Priv.-Doz. Dr. A. Kreis-Schinck Friday 09:00 – 12:15 108 2hrs. fortnightly

Foster's *Passage to India* (1924) marks the point in time when the sun was setting over the British Empire. Ali's *Brick Lane* (2003) takes us into the heart of contemporary multi-ethnic London (and beyond to Bangladesh). Ghosh's *Sea of Poppies* (2008) throws a highly disturbing glance at the very early years of British colonial rule in India. Male and female, white and non-white, coloniser and colonised, Christian and non-Christian, then and now: three novels – three perspectives.
In this seminar we will try to approach postcolonial discourse from a number of different angles which include the literary-theoretical, the historical, political and economic as well as a gendered point of view.

Texts: Students wishing to participate must have read before the beginning of term all three novels as well as the first two chapters of Ania Loomba's *Colonialism/Postcolonialism* (Routlege, 1998/2005).

Note: Please note that this is a fortnightly course

Registration: <a.kreis@goldnet.ch>
Registration deadline is Friday, Feb. 19, 2010.
Prerequisite credits must be handed in by July 22, 2010.

Getting Out of the Cage: Theories of Modernization and the Contemporary American Novel

Prof. D. Schloss Thursday 14:15 – 15:45 112 2hrs.

The American and French Revolutions promised to place human society on an entirely new footing: The idea was that democracy would do away with the authoritarian rule prevalent in the *ancien régime*; in the new system, order was seen as emerging 'spontaneously' out of the processes of social and economic life rather than being imposed from above. Modern sociologists such as Max Weber, however, have taught us to be sceptical of the view of democracy as a quasi-spontaneous process; they consider democratic capitalism not as an entirely new political and socio-economic system, but as the latest stage of an ongoing process of societal modernization. In this process, restraints have not disappeared, but gradually turned into 'self-restraints'; in fact, in Weber's view, the civilizing pressures to which the individual has been subjected in modernity have increased rather than decreased – an assessment which is reflected in Weber's indictment of modern society as an 'iron cage' ("ein stahlhartes Gehäuse"). More recently, thinkers such as Michael Foucault and Jean Baudrillard have elaborated on the role of culture in this process of modernization. In their view, literature, film, television, and music, while ostensibly providing a release from the pressures of modern life, streamline and discipline populations. In short, the media plays its part in constructing the modern/postmodern cage in which we live today – not the least by making it more bearable.

Novelists have always had a particular interest in social life and in social processes; indeed, quite a number of nineteenth-century fiction writers considered themselves as sociologists in disguise. In the last two decades, American writers seem to have rediscovered society as a field of interest. However, unlike their nineteenth-century predecessors, they are not interested in issues of class (or race) nor do they try to uncover forms of social or economic exploitation. Instead, they practice a new form of social analysis or 'cultural criticism' – namely one which explores the effects of modernization along the lines developed by the social theorists mentioned above. In fact, many of these writers portray human individuals placed in the 'cage' of modern or post-modern civilization. While at first sight, protagonists such as the anonymous narrator of Chuck Palahniuk's *Fight Club* seem to be perfect examples of the free modern individual, a closer look reveals that their emotions and actions are subjected to various social and cultural restraints. Consciously or unconsciously, many protagonists are looking for ways of getting out of the cage – frequently by resorting to acts of violence. By depicting these efforts, the novelists not only portray a desperate search for authenticity – for a life beyond the iron cage –, but they also shed light on the civilizing pressures human beings are subjected to in modernity. – In this course, we will read novels by Bret Easton Ellis, Chuck Palahniuk, and Don DeLillo together with essays from social philosophers as Max Weber, Norbert Elias, Theodor W. Adorno, Michael Foucault, and Jean Baudrillard and consider how the sociological and literary discourses throw light on each other.

Texts: Bret Easton Ellis, *American Psycho* (1991; Vintage pb.),
Chuck Palahniuk, *Fight Club: A Novel* (1996; Norton pb.), and
Don DeLillo, *Cosmopolis* (2003; MacMillan pb.) – to be read before the semester starts.
A reader with sociological texts will be provided by the middle of March.

Registration: Registration deadline is Friday, Feb. 19, 2010.
Prerequisite credits must be handed in by July 22, 2010.

6 Oberseminare

Master Hauptfach: Graduate Studies in English Linguistics, Graduate Studies in Literature
8 credit points (CP) **Course requirements (unless noted otherwise):** Regular attendance and active participation (1 CP), course preparation and homework assignments (3 CP), oral presentation (1 CP) and term paper (3 CP).

Oberseminar

Prof. V. Nünning Blockveranstaltung, N.N.

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.

Angst

Prof. A. Kämmerer/Prof. P. Schnierer Dienstag 16:15 – 17:45 Psych.Inst. 2st.

Dieses Oberseminar findet im Rahmen der Heidelberger Graduiertenschule für Geistes- und Sozialwissenschaften (HGGS) statt. Es steht sowohl Studierenden der HGGS als auch den Doktoranden von Frau Kämmerer und mir offen. Im Rahmen der von der HGGS geübten Praxis, Konzepte der Geistes- und Sozialwissenschaften interdisziplinär zu beleuchten, werden wir uns dem Thema Angst, Angstüberwindung und Angsterzeugung aus psychotherapeutischer und literaturwissenschaftlicher Perspektive nähern. Dabei wird es um grundlegende psychologische Kategorien ebenso gehen wie um die Angst als Thema, Motiv und Effekt von Texten – bis hin zur Angst *vor* der Literatur.

Recent Developments in Literary Criticism

Prof. P. Schnierer Thursday 14:15 – 15:45 114 2hrs.

This is a seminar dedicated to theses in the making. If you are currently writing (or about to commence) a *Zulassungsarbeit*, an M.A. thesis or a Ph.D. thesis, this is the forum for you. We will discuss ongoing research and try to establish a structure that gives mutual support, help and encouragement.

Registration: Registration is open from the moment you read this. Come and see me in room 212 (Thursdays at 10.00 or at any time my door is open). Prior participants in one of my Oberseminare may mail to <pps@urz.uni-heidelberg.de>.

Oberseminar

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

Kaum ein Begriff ist derzeit sowohl in wissenschaftlichen als auch in öffentlichen Diskursen so präsent wie „Kultur“. Der Satiriker und Sprachkritiker Eckhart Henscheid hat nicht weniger als 756 verschiedene Kulturen gesammelt, von „Erinnerungskultur“ über „Konterkultur“, „Hinsehkultur“ zur „Impfkultur“. In der neueren Theoriebildung scheinen die „Kulturwissenschaften“ gerade dabei zu sein, die „Geisteswissenschaften“ abzulösen. Umso wichtiger erscheint angesichts der Konjunktur von Kulturbegriffen die Reflexion über das, was Kultur ist, wo sie sich gesellschaftlich verortet, welchen Wandlungsprozessen sie unterworfen ist, und wie sie zur Bildung sozialer Normen und Differenzierungen beiträgt. Dabei kann es nicht um allgemeinverbindliche Definitionen des Kulturellen gehen. Möglich werden nur Annäherungen an den Begriff sein, einerseits indem der Geschichte des Begriffs und seinen oft widersprüchlichen Funktionen nachgegangen wird, andererseits indem man sich mit den Theorien von Kultur derjenigen Disziplinen auseinandersetzt, die in ihrer Pluralität die Kulturwissenschaften bilden (sollen). So gelangt man vielleicht zu einem interdisziplinär geprägten Verständnis von Kultur, das als Ausgangspunkt für die eigenen Studien dienen kann, gleich ob sie von vornherein interdisziplinär oder „nur“ innerdisziplinär angelegt seien.

7 Grundlagenkolloquien

7.1 Grundlagenkolloquium Sprachwissenschaft

Master Hauptfach: Introduction to Research in English Linguistics
8 credit points (CP)

The structure of present-day English

Dr. M. Isermann Wednesday 16:15 – 17:45 108 2hrs.

Description see page 52.

7.2 Grundlagenkolloquium Literaturwissenschaft

Master Hauptfach: Introduction to Research in Literature
8 credit points (CP)

Fictional Worlds – Possible Worlds?

Dr. A. Stiebritz Wednesday 14:15 – 15:45 112 2hrs.

Description see page 45.

8 Forschungspraxismodul (MA-Wahl)

Modulbeauftragter: Prof. P. Schnierer

Conference assistant at the 7th Biennial MESEA Conference in Pécs, Hungary, 15-20 June 2010.

MESEA, Society for Multi-Ethnic Studies: Europe and the Americas, sponsors a major international conference every two years, with approximately 200-250 participants from throughout the world. This year's conference theme is "Travel, Trade, and Ethnic Transformation." For more details about the organization and the conference go to <http://mesea.org>.

If you are a student in the Master's Program and are interested in gaining practical, hands-on experience in organizing an international conference, you can apply to be an assistant in the pre-conference preparations during the summer semester here in Heidelberg. In addition, if you want, you can travel to Pécs, participate in the organization of the conference, as well as take part in the academic activities, such as lectures and panels.

Depending on the amount of time you invest and the functions you perform and after consulting with the Module Advisor (Modulebeaftrate/r), you can acquire between 1 and 4 credit points for your work. If you assist at the conference in Hungary, MESEA will pay for your accommodation and you can apply for modest travel assistance from the department.

It you are interested, please write to:
Dr. Dorothea Fischer-Hornung
<d.fischer-hornung@mesea.org>

9 Examensvorbereitung

Kein Scheinerwerb

Colloquium for examination candidates

Prof. G. Leypoldt Monday 16:15 – 17:45 108 2hrs.

This course is intended for exam candidates, and it offers a forum for discussing and presenting examination topics and outlines of M.A. or Staatsexamen theses

Examenskolloquium

Prof. B. Glauser Dienstag 14:15 – 15:45 108 2st.

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

Voraussetzung: Aktive Vorbereitung und Mitarbeit werden erwartet.

Examenskolloquium

Prof. V. Nünning Mittwoch 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.

The structure of present-day English

Dr. M. Isermann Wednesday 16:15 – 17:45 108 2hrs.

One part of the objective of this course is to provide students with an apportunity to prepare for the exam Rahmenthema of the same title. The other is to assemble, brush up, and supplement the fragmented bits and pieces of linguistic knowledge that have accumulated during the years of study in such a way that students feel confident about their knowledge of linguistics and are able to tackle practical linguistic problems.The topics dealt with very much overlap with those covered by the Introduction to Linguistics, i.e., presentations, discussions and exercises will focus on the core linguistic disciplines.

Note: There will be a one-hour Übung accompanying the course on Fridays, 11-12.
Texts: A Reader containing the texts to be studied and discussed will be available by the beginning of term. Exercise sheets and additional material can be downloaded from ESEM.
Registration: Please sign up on the list on my door (325). The number of participants is restricted to 40 students this time. Priority is given to Master students and to those who are taking the Structure of PDE Klausur in the Staatsexamen directly after the end of term.

Research Colloquium

Priv.-Doz. Dr. S. Kleinke Wednesday 18:15 – 19:45 108 2hrs.

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

Note: The seminar starts in the first week of the summer term.
Registration: You can register for this class during my office hours (preferred) or by e-mail: anmeldung.kleinke@gmail.com

Middle English Examination Preparation

Prof.J. Insley Thursday 11:15 – 12:45 116 2hrs.

The aim of this course is to act as preparation for the written examination (Staatsexamen/Magister) in Middle English and to prepare examination candidates for Middle English as part of the oral examination. Middle English phonology, morphology, dailectology and lexis with be treated in some detail and selected texts (mainly Chaucer, but also texts from other dialects).

Texts: A literature list will be distributed in the first session.
Registration: <john.insley@as.uni-heidelberg.de>

Examenskolloquium

Priv.-Doz. Dr. S. Kleinke Donnerstag 09:15 – 10:45 110 2st.

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

Text: Kortmann, Bernd (2005): *English Linguistics: Essentials.* Berlin: Cornelsen. (Zur Anschaffung empfohlen).
Weitere Literaturhinweise folgen in der ersten Sitzung.
Anmeldung: Die Anmeldung für das Kolloquium erfolgt über E-Mail an <anmeldung.kleinke@gmail.com>

Kolloquium

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

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

Anmeldung: ab sofort in Raum 212, am liebsten in meiner wöchentlichen Sprechstunde (Do 10.00).

Forschungskolloquium

Prof. G. Leypoldt Thursday 14:15 – 15:45 108 2hrs.

The colloquium is intended for aspiring post-graduate students and will serve as a forum for presenting and discussing research projects and debating project-related problems of literary and cultural theory.

9.1 Vorbereitungskurs für Examenskandidaten

Translation for Exam Candidates

K. Henn	Monday	14:15 – 15:45	116	2hrs.
K. Henn	Monday	16:15 – 17:45	116	2hrs.
D. O'Brien	Tuesday	11:15 – 12:45	108	2hrs.
D. O'Brien	Tuesday	16:15 – 17:45	108	2hrs.

This course will prepare you for *Klausur I* of the *Staatsexamen*. We will go through a past exam each week, concentrating on the areas that typically cause most difficulty. You will have the opportunity to have homework marked regularly. The course will conclude with a mock exam.

Note: This course is only open to students taking their exams at the end of the semester.
Registration: Registration is through SignUp only.

10 Sprachpraxis

10.1 Pronunciation Practice/Begleitkurs Phonetik

Anmeldung per Online-Formular erforderlich.	
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
1.0 credit point (CP)	

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.

Texts: 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).

Pronunciation Practice/Begleitkurs Phonetik (British English)

M. Zier Wednesday 12:15 – 13:00 ZSL 320 1hr.
M. Zier Wednesday 11:15 – 12:00 ZSL 320 1hr. .
M. Zier Wednesday 10:15 – 11:00 ZSL 320 1hr.
M. Zier Wednesday 09:15 – 10:00 ZSL 320 1hr.
M. Zier Wednesday 08:15 – 09:00 ZSL 320 1hr.

Pronunciation Practice/Begleitkurs Phonetik (American English)

J. Martens Thursday 15:15 – 16:00 ZSL 320 1hr.
J. Martens Thursday 14:15 – 15:00 ZSL 320 1hr.
J. Martens Thursday 13:15 – 14:00 ZSL 320 1hr.

10.2 Grammar/Grammar and Style I

Anmeldung per Online-Formular erforderlich.	
Bachelor-Modul	**Studiengang/Semester**
Phonetics, Grammar, Writing	50% 1.-3. Semester; 75% 1.-2. Semester
3.0 credit points (CP)	

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 credit point) will be based on homework set the week before (estimated homework time: 2 hours per week, 1 credit point). Your grade will be based on a centralized exam at the end of the course (1 credit point).

C. Burmedi	Monday 09:15 – 10:45	122	2hrs.
K. Henn	Tuesday 14:15 – 15:45	115	2hrs.
K. Henn	Tuesday 16:15 – 17:45	115	2hrs.
D. O'Brien	Wednesday 11:00 – 12:30	122	2hrs.
K. Pfister	Friday 09:15 – 10:45	113	2hrs.
K. Pfister	Friday 11:15 – 12:45	113	2hrs.

10.3 Grammar and Style I for Repeat Students

C. Burmedi	Tuesday 09:15 – 10:45	122	2hrs.
C. Burmedi	Tuesday 11:15 – 12:45	122	2hrs.

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.

10.4 Writing/Writing I

Anmeldung per Online-Formular erforderlich.	
Bachelor-Modul	**Studiengang/Semester**
Phonetics, Grammar, Writing	50% 1.-3. Semester; 75% 1.-2. Semester
3 credit points (CP) **Course Requirements:** Regular attendance (1 CP), homework time (1 CP), exam (1 CP)	

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.

Note: You should have passed Grammar/Grammar and Style I to register for this course!

T. Pittman	Monday 16:15 – 17:45	115	2hrs.
D. O'Brien	Tuesday 09:15 – 10:45	116	2hrs.
K. Henn	Tuesday 11:15 – 12:45	115	2hrs.
D. O'Brien	Wednesday 09:15 – 10:45	122	2hrs.
T. Pittman	Wednesday 14:15 – 15:45	115	2hrs.
T. Pittman	Wednesday 16:15 – 17:45	115	2hrs.
K. Henn	Thursday 11:15 – 12:45	113	2hrs.

10.5 Translation into English/Translation I

Anmeldung per Online-Formular erforderlich.	
Bachelor-Modul	**Studiengang/Semester**
Translation and English in Use	75% 1.-3. Semester
3 credit points (CP) **Course Requirements:** Regular attendance (1 CP), homework time (1 CP), exam (1 CP)	

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.

B. Gaston	Monday 09:15 – 10:45	108	2hrs.
B. Gaston	Monday 14:15 – 15:45	108	2hrs.
K. Pfister	Tuesday 09:15 – 10:45	115	2hrs.
T. Pittman	Tuesday 11:15 – 12:45	116	2hrs.
N. Jeck	Wednesday 11:15 – 12:45	115	2hrs.
N. Jeck	Wednesday 14:15 – 15:45	116	2hrs.
K. Pfister	Thursday 11:15 – 12:45	115	2hrs.

10.6 English in Use

Anmeldung per Online-Formular erforderlich.	
Bachelor-Modul	**Studiengang/Semester**
English in Use	25% Sprachwiss., 25% Literaturwissenschaft oder 25% Kulturwissenschaft 3.-5. Semester
Translation and English in Use	75% 1.-3. Semester
3 credit points (CP) **Course Requirements:** Regular attendance (1 CP), homework time (1 CP), exam (1 CP)	

Writing for Business Purposes

M. de Witt Wednesday 09:15 – 10:45 114 2hrs.

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, memos, press releases and proposals.

Advanced Vocabulary and Idiom

D. O'Brien Thursday 09:15 – 10:45 116 2hrs.

The aim of this course is to help you expand and enrich both your active and passive vocabulary in English. You will begin by briefly familiarising yourselves your *dictionaries* 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 (for example *politics, personal finance, books, the media, education, health,* and *sport* to mention just a few) 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 course is for you.

Texts: A good up-to-date learner's dictionary (Longman DCE, Oxford ALDE, Collins COBUILD etc), which you should bring to class each week.

Current Topics: Practice in Spoken English

T. Pittman Thursday 11:15 – 12:45 110 2hrs.

The emphasis of this course is on speaking and oral presentations, but it will also include listening and close reading skills.
Each student will be responsible for preparing a one-hour presentation on a topic of their choice. The presentation will be centered around a 5-8 minute video or audio clip which deals with the selected topic from an English language news source. The goal of each presentation is to foment class discussion/debate and encourage oral participation from all students. This class thus provides a venue for students who wish to improve their spoken English.

Translation into German

N. Jeck Friday 11:15 – 12:45 115 2hrs.

This course focuses on the translation of English and American literary texts into German. However, you will also be asked to work with other texts that are natural candidates for translation, such as newspaper and magazine articles, advertisements, brochures, instructions, menus, obituaries and so on.

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
Master Hauptfach: Select Issues in English Usage **Master Begleitfach:** Essential Issues in English Usage	
4.0 credit points (CP) **Course requirements:** Regular attendance and active participation (1 CP), regular homework assignments (2 CP), final essay (1 CP).	

Academic Essay Writing

This course offers you the opportunity to improve your language skills while learning to organize and write various types of academic papers. It will cover strategies for approaching writing assignments, tools such as outlines and game plans for structuring your papers, and proofreading and editing tips to help you polish your work. After completing the class, you will be prepared to write the kinds of academic essays most often required for university courses as well as on essay examinations.

C. Sweeney	Monday 14:15 – 15:45	333	2hrs.
C. Sweeney	Monday 16:15 – 17:45	333	2hrs.
Dr. S. Föhr	Tuesday 09:15 – 10:45	114	2hrs.
K. Putnam	Tuesday 11:15 – 12:45	333	2hrs.
T. Pittman	Tuesday 14:15 – 15:45	116	2hrs.
T. Pittman	Tuesday 16:15 – 17:45	122	2hrs.
B. Gaston	Wednesday 14:15 – 15:45	113	2hrs.
B. Gaston	Wednesday 16:15 – 17:45	113	2hrs.
K. Zawatzky	Thursday 09:15 – 10:45	115	2hrs.
K. Zawatzky	Thursday 11:15 – 12:45	108	2hrs.

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
Master Hauptfach: Select Issues in English Usage **Master Begleitfach:** Essential Issues in English Usage	
4.0 credit points (CP) **Course requirements:** Regular attendance and active participation (1 CP), regular homework assignments (2 CP), final essay (1 CP).	

Text Types: Exposition and Argumentation

T. Pittman Monday 11:15 – 12:45 115 2hrs.
T. Pittman Monday 14:15 – 15:45 115 2hrs.
B. Gaston Tuesday 09:15 – 10:45 112 2hrs.
B. Gaston Tuesday 14:15 – 15:45 114 2hrs.
B. Gaston Tuesday 16:15 – 17:45 114 2hrs.

This intention of this course is to enable students to understand and produce expository and argumentative texts, that is to say, texts that describe, explain, argue and persuade. We will be dealing with a wide variety of written texts and styles of language, but concentrating on factual matters (to distinguish this course from Text Types: Description and Narration).

Text Types: Description and Narration

C. Burmedi Thursday 09:15 – 10:45 122 2hrs.
C. Burmedi Thursday 11:15 – 12:45 122 2hrs.

The intention of this course is to enable students to understand and produce descriptive and narrative texts. We will start with description, which strives to re-create, invent, or visually present a person, place, event, or action so that the reader can picture that which is being described. In class we will focus on journal writing as our prime example. We will then move on to narration, which uses description as one of many elements to tell a story or narrate an event or series of events. In order to illuminate these principles, texts such as hymns, fables, fairy tales and short stories will be examined, translated and produced throughout the semester.

Grammar and Style II for Repeat Students

C. Burmedi Thursday 14:15 – 15:45 115 2hrs.

Only students who have failed Grammar and Style 2 (regardless of the course title or the instructor) in a previous semester **may** register for this course!
Lehramt students who are repeating Grammar and Style 2 and anticipate a problem receiving their Scheine in time to register for the Staatsexamen **must be** enrolled in this class.
Students in the Repeat Course will be confronted with the task of translating historical texts. They will be expected to meet regularly in study groups outside of class in order to prepare homework assignments.
Grades will be based on a twelve-page paper documenting the process of translating a passage from *Im Westen Nichts Neues*. Students' understanding of translation principles as well as appropriate vocabulary, grammar and register will also be assessed through a midterm and a final exam.

Text: Remarque, Erich Maria. *Im Westen Nichts Neues.*

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.

K. Gunkel	Wednesday 09:15 – 10:45	333	2hrs.
K. Gunkel	Thursday 08:30 – 10:00	333	2hrs.
K. Gunkel	Thursday 11:15 – 12:45	333	2hrs.
K. Gunkel	Friday 08:30 – 10:00	333	2hrs.

10.10 Advanced English in Use

Anmeldung per Online-Formular erforderlich.
Master Hauptfach: Select Issues in English Usage **Master Begleitfach:** Essential Issues in English Usage
4.0 credit points (CP) **Course Requirements:** Regular attendance (1 CP), regular homework assignments (2 CP), written exam (1 CP).

Advanced Vocabulary and Idiom

C. Burmedi Monday 11:15 – 12:45 122 2hrs.

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 : Course requirements for Erasmus and MA students:
regular attendance and active participation (1 credit point),
30 hour internship in an English-speaking environment (1 credit point),
homework including one 15-minute oral report (1 credit point),
final written exam (1 credit point)

Advanced translation into English

P. Bews Tuesday 16:15 – 17:45 112 2hrs.
P. Bews Thursday 16:15 – 17:45 112 2hrs.

This course is primarily intended for students who plan to take Staatsexamen in the future and who would like to practice translating for the exam BEFORE they take the special course for exam candidates offered by Derek O'Brien and Kay Henn. Erasmus students are also welcome, as are MA students who like translating.

Note: Before registering for the course, students should have spent a year abroad and have their ZP.

Creative Writing

P. Bews Thursday 18:15 – 19:45 112 2hrs.

This course is for all those of whatever age who enjoy writing. Be prepared for a long evening as we go to a pub after class to continue the discussions.

11 Fachdidaktik

Anmeldung per Online-Formular erforderlich.

Das Lehrwerk – lerntheoretische und methodisch-didaktische Grundlagen

M. Fahmi	Montag 16:15 – 17:45	112	2st.
M. Fahmi	Montag 18:15 – 19:45	112	2st.
I. Sikora-Weißling	Donnerstag 14:15 – 15:45	333	2st.
I. Sikora-Weißling	Donnerstag 16:15 – 17:45	115	2st.

Da die Veranstaltung der Vorbereitung des Praxissemesters dient und mit diesem curricular eng verzahnt ist, wird dringend angeraten, sie vor dem Praxissemester zu besuchen.
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.

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

Teaching Methods for Assistant Teachers

K. Henn Thursday 14:15 – 15:45 113 2hrs.

This is a course for all those who have applied to go abroad as assistant teachers in the 2010-11 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.

Note: No credits/*Kein Scheinerwerb*.

12 Ethisch-Philosophisches Grundstudium

Nur Lehramtsstudiengang

Hanif Kureishi: The Black Album & My Son the Fanatic

Dr. K. Hertel Tuesday 14:30 – 16:00 112 2hrs.

Description see page 30.

(Re)making the "East" and the "West" in Hollywood films

Dr. D. Fischer-Hornung Thursday 14:15 – 16:30 110 2hrs.

Description see page 39.

Another View of Arthur Miller

Dr. E. Hänßgen Wednesday 11:15 – 12:45 116 2hrs.

Description see page 31.

An Introduction to Sociolinguistics

Dr. F. Polzenhagen Monday 14:15 – 15:45 114 2hrs.

Description see page 14.

12.1 Lektürekurs

Hot Off the Press

Prof. D. Schloss/Dr. H. Jakubzik Wednesday 18:15 – 19:45 333 2hrs.

In this class, we assume the role of trend-spotters. We sample new works and publications coming out of America – in the fields of literature, film, music, media culture, politics, and thought – and try to evaluate the interests of the contemporary American public.
In the first session, we will put together the class schedule; student suggestions are always welcome. Each week we will be focusing on a new work or object – novel, film, radio show, etc. – to be introduced by one of the class participants. Reading samples will be supplied to the group in advance (via our homepage).

Further information: HOP schedules from past semesters are available online <http://www.as.uni-heidelberg.de/hop/>;
another way to get an impression of our work is to read our book *Zweiundzwanzig amerikanische Romane aus dem neuen Jahrhundert: Literaturkritische Essays zur Einführung* <http://www.buchhandel.de/detailansicht.aspx?isbn=978-3-86821-124-5>.
Registration: No registration necessary.
Students of all semesters are welcome.

13 Übergreifende Kompetenzen

Angebote zum Erwerb von Leistungspunken im Bereich „Übergreifende Kompetenzen“ des Anglistischen Seminars für Studierende der Anglistik:

Neu-Irisch, Irisch Gälisch II

Prof. G. Leypoldt Dienstag 18:15 – 19:45 112 2st.

Diese Übung ist für Studenten mit Vorkenntnissen aus dem Lektürekurs Irisch-Gälisch I geeignet. Der Kurs konzentriert sich auf gesprochenes Irisch und Grammatik bis zum Niveau A2 des Gemeinsamen Europäischen Referenzrahmen (siehe <http://www.teg.ie>). Besondere Interessen der Studierenden werden nach Möglichkeit berücksichtigt.
Slán go fóill!

Texte: Arbeitsmaterialien werden im Unterricht verteilt.
Anmeldung: per email unter <niamh.leypoldt@ireland.com>

Fundamentals of Research and Academic Writing

Dr. K. Frank/Dr. F. Polzenhagen Tuesday 10:00 – 10:45 110 1hr.

This course is aimed at students who are faced with the challenge of writing their first *Proseminararbeit* in Linguistics or Literary Studies. It is co-taught by Frank Polzenhagen (Linguistics) and Kerstin Frank (Literary Studies) and provides an introduction to essential methods of research and writing. Step by step, we will take you through the stages of writing a paper – finding a topic and a thesis, dealing with primary texts and secondary material, structuring your argument, writing down your ideas in an adequate form and style and, finally, revising your paper. As we are following a learning-by-doing-approach, you will be expected to deal with a substantial amount of preparation and homework for each session.

Hot Off the Press

Prof. D. Schloss/Dr. H. Jakubzik Wednesday 18:15 – 19:45 333 2hrs.

Description see page 64.

Über weitere Angebote der Fakultät informiert die Homepage der Universität unter <http://lsf.uni-heidelberg.de>