

Universität Heidelberg - Anglistisches Seminar

Kommentierte Ankündigungen

Sommersemester 2011



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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 29. Dezember 2010.

1.1 Termine und Fristen

Allg. Vorlesungsbeginn am Anglistischen Seminar: Dienstag, 12. April 2011

Ende der Vorlesungszeit: Samstag, 23. Juli 2011

Vorlesungsfreie Tage: Freitag, 22. April 2011; Montag, 25. April 2011; Donnerstag, 2. Juni 2011;
Montag, 13. Juni 2011; Donnerstag, 23. Juni 2011

Projektwoche: 27. Juni 2011-1. Juli 2011

Orientierungseinheit für Studienanfänger: Mittwoch, 6. April 2011

Anmeldefristen (online Kurswahl):

Neu für alle Proseminare: 7. Februar 2011 bis inkl. 28. Februar 2011 online Kurswahl

Wechselmöglichkeit Proseminare: 1. April 2011 bis einschließlich 7. April 2011 online

Andere Kurse mit online Kurswahl: 14. März 2011 bis einschließlich Donnerstag, 7. April 2011

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 2011 werden voraussichtlich (Stand: Redaktionsschluss) die folgenden Lehrveranstaltungen aus Studiengebühren finanziert:

Kurstyp	Kurse aus Studiengebühren	Kurse insgesamt	Anteil aus Studiengebühren
Vorlesungen	0	11	0%
Proseminare	17	50	34%
Hauptseminare	3	16	19%
Kolloquien	0	8	0%
Oberseminare	0	4	0%
Examensvorbereitung	0	4	0%
Fachdidaktik	0	5	0%
Sprachpraxis Grundstudium	9	35	26%
Sprachpraxis Hauptstudium	10	26	38%

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

1.3 Leistungsbezeichnungen und Modulzuordnungen in der Übergangsphase zu den neuen Prüfungsordnungen

Mit den neuen Prüfungsordnungen in BA und Lehramt wurden ab WS 2010/11 neue Leistungen eingeführt (z. B. „Tense and Aspect“, „Description and Narration“), und das Lehramt wird modularisiert. Die Leistungen und Module der beiden neuen Studiengänge (BA nach neuer Prüfungsordnung und modularisiertes Lehramt) sind weitestgehend kompatibel. Es gibt aber Unterschiede zum alten BA und zum alten Lehramt. Während einer Übergangsphase – solange also sowohl nach den alten als auch nach den neuen Prüfungsordnungen studiert werden kann – werden manche Lehrveranstaltungen unter verschiedenen Bezeichnungen angeboten.

Details über die Modulzugehörigkeit der Lehrveranstaltungen finden Sie in den Modularisierungen, die Sie von der Homepage des Seminars („Im Studium/Prüfungsangelegenheiten“) herunterladen können.

Die folgende Tabelle listet die Entsprechungen der Leistungsbezeichnungen auf. Die kursiv gesetzten Bezeichnungen werden ab WS 2010/2011 erstmals verwendet; die nicht kursiv gesetzten Bezeichnungen stammen bereits aus den Entsprechungen zum „alten“ BA-Studiengang.

Neue Bezeichnung	Alte Bezeichnung
Proseminar I Kulturwissenschaft (anwendungsorientiert)/Landeskunde	Landeskunde
Proseminar I Kulturwissenschaft (theoretisch)	– kein Schein –
Proseminar II Kulturwissenschaft/Landeskunde	Landeskunde
Proseminar II moderne Sprachwissenschaft	Proseminar I Sprachwissenschaft
English in Use	– kein Schein –
Advanced English in Use	– kein Schein –
<i>Description and Narration</i>	– kein Schein –
<i>Exposition and Argumentation</i>	– kein Schein –
<i>Grammar/Tense and Aspect</i>	Grammar/Grammar and Style I
<i>Writing/Essential Skills for Writing</i>	Writing/Writing I
<i>Translation into English/Structure and Idiom</i>	Translation into English/Translation I
<i>Advanced Writing/Academic Essay Writing</i>	Advanced Writing/Writing II

Die neuen Kurse „Description and Narration“ und „Exposition and Argumentation“ werden in der Übergangsphase auch unter der Rubrik „Stylistics/Grammar and Style II“ aufgelistet.

1.4 Der Master-Studiengang

Für Studierende der MA-Studiengänge gibt es eine eigene Ausgabe der *Kommentierten Ankündigungen*, die ebenfalls im Glaskasten bzw. auf der Internetseite des Seminars zum Herunterladen verfügbar ist.

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 für alle Haupt- und Oberseminare, Kolloquien und andere Kurse, die mit dem Vermerk „persönliche Anmeldung“ gekennzeichnet sind.

Online-Formularanmeldung („Kurswahl“)

Kurstypen mit diesem Anmeldemodus (Einführungsveranstaltungen und -tutorien, sprachpraktische Übungen, Fachdidaktik) 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/innen am Institut ausgehängt; außerdem können Sie in „SignUp“ online einsehen, in welchen Kursen Sie einen Platz erhalten haben.

Im Sommersemester 2011 gilt der Online-Anmeldemodus erstmalig auch für alle Proseminare: bitte beachten Sie die frühere Anmeldefrist von 7. Februar bis 28. Februar und melden Sie sich zu den Proseminaren über „SignUp“ (Kurswahl) an. Nur Gasthörer (ohne Scheinerwerb) melden sich persönlich zu Proseminaren an.

In der Woche vor Vorlesungsbeginn wird es die Möglichkeit geben, notfalls den zugewiesenen Proseminarplatz noch online zu wechseln — von 1. bis einschließlich 7. April 2011. Das genaue Verfahren wird rechtzeitig auf der Homepage erläutert.

Die bisherige persönlichen Anmeldung zu Proseminaren litt daran, dass viele Studierende sich für mehrere Proseminare parallel angemeldet haben, ohne nach der gewünschten Zusage die anderen Anmeldungen zurückzuziehen. So galten einige Seminare als überfüllt, obwohl durchaus noch Studierende hätten aufgenommen werden können. Die Seminarleitung hat daher in Absprache mit der Fachschaft beschlossen, versuchsweise im Sommersemester 2011 die Anmeldung zu Proseminaren auch über SignUp abzuwickeln.

Regeln der Anmeldung:

Sie müssen sich für mindestens zwei oder drei – 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/Tense and Aspect”, “Pronunciation Practice” 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 6. April 2011 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.

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2 Vorlesungen

2.1 Vorlesung historische Sprachwissenschaft

Course Requirements (unless noted otherwise):
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Regular attendance, course preparation/homework assignments and written term paper or exam.

A History of Old and Middle English

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

This course of lectures will cover the history of English from its Indo-European and Germanic origins to the 15th century. Due attention will be given to the major developments in phonology, morphology and lexis, but the course will also examine the history and development of textual traditions in medieval England. The linguistic history will be placed in the context of such major historical developments as the Anglo-Saxon invasion, the Conversion, the creation of the Danelaw, the Norman Conquest and the re-emergence of a transformed English in the later Middle Ages. The course will close with the 15th century and the creation of a written standard based on the usage of the royal chancery.

Texts: A bibliography will be provided in the first session.

From Early Modern English to Modern English

Prof. B. Busse Wednesday 09:15 – 10:45 NUni HS 15 2hrs.

This lecture will introduce you to the most important linguistic developments English has experienced since the Early Modern English period. The focus will be not only on the linguistic levels of phonology, morphology, syntax and lexis and their intersections, but also on pragmatic and sociolinguistic features. Furthermore, the characteristics of selected grammars, dictionaries, and language or rhetorical manuals will be described and situated within their contexts of production.

Within a broader framework, the lecture will illustrate how, for example, historical, social, cultural or political factors influence linguistic change as well as stability. We shall also discuss how and when varieties of English evolved and how these advances interrelate with concepts of English as a Lingua Franca, standardisation, language change, prescriptivism and descriptivism.

Methodological issues, such as the question of how we make our interpretation valid when analysing historical data or of the relationship between quantitative and qualitative investigations will also be addressed.

Texts: will be announced and uploaded electronically

2.2 Vorlesung moderne Sprachwissenschaft

Course Requirements (unless noted otherwise):

Regular attendance, course preparation/homework assignments and written term paper or exam.

Pragmatics

Prof. S. Kleinke Tuesday 16:15 – 17:45 110 2hrs.

Pragmatics is concerned with the study of meaning as communicated by a speaker and interpreted by a listener. This lecture aims to provide an overview of the major sources listeners can rely upon when they attempt to interpret utterances beyond their literal meaning. The course will begin with a brief survey of the development of pragmatics as an independent branch of linguistics and a clarification of its relations to neighbouring disciplines. This will lead us to the basic concepts and notions of linguistic utterances as communicative acts. We will deal with the various techniques of pointing (deixis), as well as the notion of reference. The second part of the lecture will focus on interactional aspects of communication. Among the topics to be discussed in this area are speech acts and speech act theory (Austin, Searle, direct and indirect speech acts, illocutionary roles, etc.) as well as Grice's co-operative principle, its conversational maxims, implicatures, the notion of relevance (Sperber/Wilson) and Levinson's presumptive meanings. The third part of the class will be devoted to an introduction to major theories of linguistic politeness (Brown/Levinson's concept of face, Leech's pragmatic principle of politeness and Watts' interactionally constructed 'Politeness 1') and rudeness (Bousfield).

Texts: Bublitz, W. (2001): *Englische Pragmatik. Eine Einführung*. Berlin. Chapter 1.

Pidgins and Creole Languages

Prof. B. Glauser Wednesday and Thursday 13:15 – 14:00 NUni HS 7 2hrs.

Within the last 50 years investigations into 'marginal languages' like Pidgins and Creoles have influenced almost every branch of linguistics. As a result terms like 'creolisation' can suddenly be found in treatments of Middle English as well as First Language Acquisition: 'pidginisation' is used to account for certain features of Second Language Learning. The aim of the lecture course is thus to give an overview of the developments and discoveries that have led to this 'minor fashion'. Having made an inventory of the most important English-, French-, Spanish-, Portuguese- and Dutch-based Pidgins and Creoles, we shall follow what has been termed 'the life cycle' of these languages, treating 'pidginisation' and the Pidgins first, then 'creolisation' and the Creoles and finally the social factors leading to 'decreolisation' and the eventual deaths of the Creoles. Although the stress will be on the English-based varieties, the astonishing structural similarities that hold between all Creoles will have to be documented. This is going to enable us to look at structures that are very different from 'Average European Speech' without leading us onto completely unfamiliar ground.

2.3 Vorlesungen Literaturwissenschaft

Course Requirements (unless noted otherwise):

Regular attendance, course preparation/homework assignments and written term paper or exam.

Elisabethanische Tragödiendichtung: Shakespeare und Marlowe

Prof. P. Schnierer Montag 18:15 – 19:45 NUni HS 14 2st.

Diese Vorlesung wird ausnahmsweise auf Deutsch angeboten, weil sie sich auch an Nichtanglisten wendet. Sie bietet eine Einführung in das Frühwerk William Shakespeares bis zum Tod Königin Elisabeths I. im Jahr 1603 und das Gesamtwerk des 1593 ermordeten Christopher Marlowe, aber auch eine kulturwissenschaftlich gefärbte Hinführung zur Beschäftigung mit der englischen Renaissance. Die Vorlesungsreihe eignet sich sowohl für Studienanfänger als auch für Examenskandidaten. Sie ist die erste in einem Zyklus, der am Ende das gesamte Drama der englischen Renaissance abgedeckt haben wird: elisabethanische, jakobäische und karolinische Tragödien, Komödien, Geschichtsdramen, Romanzen und Maskenspiele.

Texte: Im Mittelpunkt werden neben Kyds *The Spanish Tragedy* vor allem Marlowes *Tamburlaine*, *Doctor Faustus*, *The Jew of Malta* und *Edward II* sowie Shakespeares *Titus Andronicus*, *Romeo and Juliet*, *Julius Caesar*, *Hamlet* und *Troilus and Cressida* stehen.

Der englische Roman im 19. Jahrhundert

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

Die Vorlesung versteht sich als eine Einführung in die Geschichte des englischen Romans im 19. Jahrhundert. Ein Hauptaugenmerk wird auf der Wechselwirkung zwischen gesellschaftlichen, politischen, kultur- und literaturgeschichtlichen Entwicklungen liegen. Besondere Berücksichtigung finden die *Gothic Novel*, Mary Shelley, Jane Austen und Walter Scott sowie die viktorianischen Romanciers Charles Dickens, William M. Thackeray, Charlotte und Emily Brontë, George Eliot, Thomas Hardy und Joseph Conrad.

“The Rising Glory of America”: Literature and Politics in the Early American Republic

Prof. D. Schloss Wednesday 11:15 – 12:45 108 2hrs.

After having engaged in a successful struggle for independence, many Americans hoped that the nation would experience a flowering of the arts and sciences. The idea was that the newly established republic would benefit from such a renaissance of learning because according to the understanding of the time, a republican government could only function if its citizens were well-informed and ‘enlightened’. For a short period, American intellectuals and writers saw themselves courted by both the politicians and the public; their contributions were thought to give legitimacy and permanence to the American state. By the end of the eighteenth century, however, this republican idealism had waned. No American Homer had showed up on the horizon; and the American government as well as the public had lost interest in cultural, scientific, and educational matters. The United States no longer seemed to need a virtuous and enlightened citizenry to give it stability: the constitution

took care of this. In addition, the agriculture-based patriarchal society of old was rapidly giving way to a modern, urban, middle-class market society: to survive in the latter, one needed a quick and practical intelligence rather than classical learning or an artistic sensibility. With the exception of a group of women novelists who knew how to read the signs of the times, most artists and men of letters found themselves marginalized by the new social and political developments.

This lecture course will provide a survey of the ‘literature’ of the founding period of the United States, an age – to use R. W. Emerson’s words – “where the old and new stand side by side, and admit of being compared”. Many of the basic ingredients of the American ‘imaginary’ were formed in this period although we may have difficulties in recognizing them at this early stage. In the early republic, “literature” was not only comprised of *belles lettres*, but also of works of history, politics, philosophy, and even science. In this course, we will roughly follow this policy. We will read works from different fields and see how they illuminate each other; among them, Jefferson’s *Declaration of Independence*; Madison’s *Federalist No. 10*; letters by John and Abigail Adams; autobiographical writings by Benjamin Franklin and Olaudah Equiano; essays by Judith Sargent Murray and J. Hector St. John de Crèvecoeur; poems by Joel Barlow, Philip Freneau, and Phillis Wheatley; novels by Hannah Webster Foster and Charles Brockden Brown; and a play by Royal Tyler.

Texts: Almost all texts to be discussed are available in Vol. A of *The Norton Anthology of American Literature*, ed. by Nina Baym *et al.* (7th or 6th edition).

In addition, purchase a copy of Charles Brockden Brown’s novel *Arthur Mervyn* in the edition provided by Philip Barnard *et al.* (Hackett Publishing).

Gordon S. Wood’s *The Radicalism of the American Revolution* (New York: Alfred R. Knopf, 1992) gives a useful historiographical introduction to the period.

2.4 Vorlesung Kulturwissenschaft

Course Requirements (unless noted otherwise):

Regular attendance, course preparation/homework assignments and written term paper or exam.

Introduction to Cultural Studies

Priv.-Doz. Dr. S. Herbrechter Monday 11:15 – 12:45 108 2hrs.

The idea behind cultural studies is to understand and critically evaluate how we invest our environment with meaning. Culture in this context is understood as “a way of life” in which diverse people take part. Most of the time we take the existence of culture and language for granted, indeed, they seem “transparent”. However, as soon as one starts looking at one’s “own” culture and one’s “own” language from a critical distance (precisely, as if they were not one’s own) one realises that things are not inevitably the way they “are”. They could be very different, which means that they are, in fact, the result of a historical process of selection, construction, but also repression. In short, culture and its meanings are political through and through. It thus becomes necessary to ask oneself who has the power to make cultures the way they are? What is one’s own role in this process? We will be looking at contested issues in contemporary culture (e. g. issues relating to identity, technology,

media, politics, art, literature etc.). We will place these issues in their historical context and discuss the critical concepts that cultural studies has developed over the last decades to enhance our critical grip on the construction process of cultural meaning.

Texts: Barker, Chris (2008). *Cultural Studies: Theory and Practice*. London: Sage.

Oswell, David (2006). *Culture and Society*. London: Sage.

Thwaites, Tony et al. (2008) *Introducing Cultural and Media Studies*, Houndmills: Palgrave.

Cavallaro, Dani (2007) *Critical and Cultural Theory*, London: Athlone.

Der englische Roman im 19. Jahrhundert

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

Beschreibung siehe Seite 10.

3 Einführungsveranstaltungen

3.1 Introduction to English Phonology and Phonetics

Course Requirements:

Regular attendance, course preparation & homework assignments, final exam

Dr. N. Nesselhauf Monday 16:15 – 17:45 Heuscheuer II 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: Students need to take the course “Pronunciation Practice” (see page 49), either BrE or AmE, in the language lab, preferably in the same semester as the lecture. Whereas no registration is needed for the lecture, you need to sign up online for Pronunciation Practice.

Texts: For both the lecture and the course “Pronunciation Practice” 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 English 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 (29.12.2010) noch nicht fest. Bitte informieren Sie sich rechtzeitig auf den Internetseiten des Instituts: <www.as.uni-hd.de>.

Course requirements:

Regular attendance of lecture course and tutorials, preparation/homework, final test.

Prof. S. Kleinke Wednesday 11:15 – 12:45 NUni HS 14 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, sociolinguistics, and major principles of language change. There will be an accompanying compulsory tutorial taught by advanced students where the basic tools and techniques linguists require for their trade are presented, 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).

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

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

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

Mair, Christian, 2008. *English Linguistics*. Tübingen: Gunter Narr Verlag.

Plag, Ingo et al., 2007. *Introduction to English Linguistics*. Berlin & New York: Mouton de Gruyter.

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 (29.12.2010) noch nicht fest. Bitte informieren Sie sich rechtzeitig auf den Internetseiten des Instituts: <www.as.uni-hd.de>.

Course requirements:

Regular attendance of lecture course and tutorials, preparation/homework, final test.

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.

4 Proseminare

4.1 Fundamentals of Research and Writing

Anmeldung per Online-Formular erforderlich. (Frühere Anmeldefrist für Proseminare!)
Credit only for <i>Staatsexamen</i> and BA students who begin their studies in winter 2010/11 or later (or who switch to the new <i>Prüfungsordnung</i>) and have already passed the <i>Einführungsveranstaltung</i> .

Fundamentals of Research and Academic Writing

Dr. F. Polzenhagen/Dr. K. Frank/C. Burmedi Monday 13:15 – 14:00 116 1hr.

Dr. F. Polzenhagen/Dr. K. Frank/C. Burmedi Tuesday 14:15 – 15:00 116 1hr.

This new course is obligatory for all students who have started studying English in the winter term of 2010/11, and it should be taken in the same term as your first Proseminar I (in Linguistics or Literary Studies). It is co-taught by Carolyn Burmedi (Sprachpraxis), 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.

4.2 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.

Anmeldung per Online-Formular erforderlich. (Frühere Anmeldefrist für Proseminare!)
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Course Requirements (unless noted otherwise): Regular attendance and active participation, oral presentation, course preparation/homework assignments and written term paper.
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Language acquisition

R. Möhlig-Falke Blockveranstaltung:

Freitag 13.05.2011, Samstag 14.05.2011, Freitag 27.05.2011 und Samstag 28.05.2011,
freitags jeweils von 10-18 Uhr und samstags von 10-17.30 Uhr (mit Pausen)

Human language differs from the communicative systems of other animal species in some fundamental ways: it is symbolic and grammatical in that our linguistic symbols are used in patterned ways. Furthermore, unlike other animal species, we do not have a single system of communication, but different groups have conventionalized different symbolic systems. What is it that makes the human language capacity so unique? How do children acquire language? How do different linguistic systems affect each other in bilingual settings, and in second-language acquisition? This compact course will address these and other questions by giving an introduction to the field of first and second language acquisition. Different methods and theories of language acquisition will be discussed as well as the role which language acquisition, bi- and multilingualism play in language change, and in the creation of new contact varieties and languages.

Texts: Introductory reading: Lightbown, Patsy M. & Nina Spada. 2006. *How Languages Are Learned*. 3rd edition. New York/Oxford: Oxford UP.

Course Requirements: Participants are required to take part in a group presentation (to be presented on the second weekend).

For a *Leistungsnachweis* students have to submit a term paper (to be handed in by 31st August 2011).

Contemporary Syntactic Theor(ies)

Dr. M. Schiffmann Wednesday 18:15 – 19:45 122 2hrs.

In the few months since its publication, the book *Grammar as Science* which will form the center of this seminar has already become a classic celebrated by both teachers and researchers in the field. The author, Richard Larson, is one of the most renowned contemporary semanticists, but has also contributed much to recent syntactic theorizing.

Even though the book deals mainly with English and favors one particular theoretical approach, generative grammar in the current version promoted by its founder Noam Chomsky, it will lay a firm basis on which we will also thoroughly discuss other languages and other approaches to syntax, including theories with names as strange as construction grammar, dependency grammar, lexical-functional grammar and head-driven phrase structure grammar.

In the process, you will learn a few things you may not have expected: (1) Language can be treated just as scientifically as the movement of particles in physics. (2) Just as in physics, chemistry, and even mathematics, there is no fixed locus called SCIENCE where the truth lies; rather, the latter is – partially – found through the contributions of competing theories. (3) Evaluating linguistic facts through the prism of different analyses strengthens your practical mastery of the language in question. (4) Doing all this can be a source of enormous fun.

Texts: Richard K. Larson, *Grammar as Science*, MIT Press, Cambridge MA 2010, € 37.99.

Don't worry about the price; the book is also available as a PDF for students of this seminar.

Introduction to Pragmatics

A. Gardner Monday 11:15 – 12:45 333 2hrs.

According to Yule (1996: 3), pragmatics is concerned with four major areas: 'the study of speaker meaning', 'the study of contextual meaning', 'the study of how more gets communicated than is said' and 'the study of the expression of relative distance'. During the course of the semester we will look at these points in more detail and discuss the work of major theoreticians, including Austin, Searle and Grice, and topics such as the difference between pragmatics and semantics, reference and deixis, entailment, presupposition, the co-operative principle, implicature, speech acts, and politeness. Theoretical aspects of this topic will be complemented by practical application.

Texts: Yule, George. 1996. *Pragmatics*. Oxford: Oxford University Press.

Approaches to Second Language Acquisition

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

In addition to the question of the acquisition of our first language (L1) aka mother tongue, the question of how we can and do learn a second (L2), third (L3), ..., nth (Ln) language has become one of the major linguistic research topics of our time. There are attested deficiencies in our average competence in languages that are learned only later in life. Should these be explained by a "critical period" ranging, e. g., from birth to puberty, beyond which you can't acquire a second language perfectly anymore? Or is there no difference whatsoever in our capacity to learn L1, L2, L3 etc., regardless of when we start, and are the deficiencies simply due to the lack in relevant input? Or are there still other factors in play? And what could these factors be? Are there linguistically and psychologically grounded methods to enhance our capacity for Ln acquisition, and if so, how can they be put into practice?

These are some of the questions we will try to at least partially answer in this seminar. Our guide will be the almost unknown but excellent book *Approaches to Second Language Acquisition* by Richard Towell and Roger Hawkins. But we will also draw extensively on other sources, e. g., Honda and O'Neil's *Thinking Linguistically* – but most importantly, on your own personal experience in the realm as virtually all of you already HAVE acquired at least one language in addition to your first one!

Texts: Richard Towell and Roger Hawkins, *Approaches to Second Language Acquisition*, Multilingual Matters Ltd., Bristol PA 1994, € 20.99. The book is also available as a PDF for students of this seminar.

Sociolinguistics: Concepts, topics, selected case studies

Dr. F. Polzenhagen Thursday 09:15 – 10:45 113 2hrs.

In this course, we will have a look at concepts, 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 course-work, 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.

Contrastive Linguistics

Dr. M. Isermann Thursday 14:15 – 15:45 333 2hrs.

Contrastive Linguistics is the systematic comparison of mostly two languages for the purpose of describing their similarities and differences. Earlier conceptions of CL placed the contrastive comparison of languages in an applied context, focussing on what were assumed to be problematic structures in the teaching of the relevant languages. In contrast, recent CL takes a more theoretical perspective, aiming to relate whole bundles of contrastive features, often from seemingly unrelated areas of language, to fundamental structural differences between the languages. The seminar tries to integrate both perspectives. It is particularly recommended for prospective teachers of English at German schools.

Texts: König, Ekkehard & Volker Gast. 2007. *Understanding English-German Contrasts*. Berlin: Schmidt.

Morphology and word-formation

S. Vogelbacher Thursday 14:15 – 15:45 115 2hrs.

This class is for students who want to come to a better understanding of the problems of morphological analysis and description. It will take us from general questions (What is a word?) to more specific ones (How many morphemes has *misunderstood*?): We will take a closer look at both inflectional morphology and lexical morphology, which covers phenomena like derivation, compounding and other word formation processes. Whenever necessary, we will take a diachronic perspective and look, for instance, at how the inflectional system has changed over time, or how certain structures have become part of the English grammar. We will also address interfaces with other linguistic disciplines, i.e. how morphology interacts with semantics, syntax and phonology. Of course, you will get the chance to develop some practical skills in the analysis of words, which is, after all, the best way to familiarize with the English morphological system.

4.3 Proseminar II historische Sprachwissenschaft (Überblick)

Anmeldung per Online-Formular erforderlich. (Frühere Anmeldefrist für Proseminare!)
Course Requirements (unless noted otherwise): Regular attendance and active participation, oral presentation, course preparation/homework assignments and written term paper or exam.

A History of the English Lexicon

A. Gardner Monday 16:15 – 17:45 115 2hrs.

The Present-Day English lexicon contains a myriad of words, some of which have been in the language for over 1,500 years. A few words have remained largely unchanged orthographically since the Old English period and are still frequently used today (as is the case with *word* or *and*). English has always relied on word formation processes such as compounding (*colour-blind*) or derivation (*colourless*) to increase its word stock, but it is through language contact that the most significant number of words has been introduced into English. Borrowing had various effects on the pre-existing lexicon, one of them being the creation of synonyms, such as for native English *rise* in the form of *mount* and *ascend*, which reflect different languages in contact (French and Latin) and, in their usage, the sociohistorical background prevalent during the time of borrowing (*mount* and *ascend* are stylistically more elevated than *rise*). During the course of the semester we will investigate the different layers of the English vocabulary, determine their origins and study the influence of external history on the internal history of English.

Texts: Hughes, Geoffrey. 2000. *A History of English Words*. Oxford: Blackwell.

An Introduction to the History of English

Dr. F. Polzenhagen Tuesday 11:15 – 12:45 333 2hrs.

Dr. F. Polzenhagen Thursday 14:15 – 15:45 116 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.

Introduction to the History of English

Dr. S. Mollin Wednesday 11:15 – 12:45 114 2hrs.

This class offers an introduction to the historical development of the English language. Starting with the Indo-European origins of the language, we will consider its development in phonology, grammar and lexis through Old English, Middle English and Early Modern English, making reference also to the Standard English we know today. Special emphasis will be put on the social and cultural background to the changes of English.

Texts: A reader containing all class materials will be available.

4.4 Proseminar II historische Sprachwissenschaft (Periode)

Anmeldung per Online-Formular erforderlich. (Frühere Anmeldefrist für Proseminare!)
Course Requirements (unless noted otherwise): Regular attendance and active participation, oral presentation, course preparation/homework assignments and written term paper or exam.

Einführung ins Altenglische

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

Das Proseminar hat das Altenglische des 9.-11. Jahrhunderts als Gegenstand, eine nordseegermanische Sprache, die wesentlich anders als das heutige Englisch aufgebaut ist und eher mit dem Deutschen zu vergleichen ist. Neben der Übersetzung einfacher ae. Prosatexte (Aelfric, Anglo-Saxon Chronicle) sollen ausgewählte Probleme der Sprachgeschichte des Altenglischen (Phonologie, Morphologie, Lexik, Semantik) behandelt werden.

Texts: Kursbuch und möglichst anzuschaffen: Obst, Wolfgang und Florian Schlegel, 2000: *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 – 10:45 114 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.

Texts: Arbeitsmaterialien werden zu Beginn der Veranstaltung bereitgestellt.

Introduction to Early Modern English

Dr. M. Isermann Thursday 09:15 – 10:45 108 2hrs.

The course takes a philological approach to the transitional period between 1450 and 1700, in which English developed into an idiom not far from the language we use today. It starts out from the assumption that the history of a language cannot profitably be studied without a solid knowledge of the texts in which it materialises as well as of their cultural and historical background. As regards the EME period, such an approach is particularly natural in view of the fact that language became an object of public dispute during the period. Consequently, we will place equal emphases on the major developments in the phonology, lexicon and grammar of the period and on the texts which both exhibit these developments and comment upon them. Regular homework (an estimated three hours per week) includes reading, translation and exercises.

4.5 Proseminar II moderne Sprachwissenschaft

In diesen Kursen können Studierende im Studiengang Magister oder alten Staatsexamen (Immatrikulierung vor WS 2010/11) einen Schein PS I Sprachwissenschaft erwerben.
Anmeldung per Online-Formular erforderlich. (Frühere Anmeldefrist für Proseminare!)
Course Requirements (unless noted otherwise): Regular attendance and active participation, oral presentation, course preparation/homework assignments and written term paper or exam.

African American English

Dr. M. Schiffmann Friday 12:45 – 14:15 112 2hrs.

African American English (AAE), formerly also known under the quite convoluted term Black English Vernacular, was long thought of as a deficient and simplified version of the “real” American English spoken by Whites. In the context of the Civil Right Movement’s historical onslaught against the racist power structure still prevalent in the United States in the 1960s and 1970s, this simplistic conception underwent a radical revision. Just as in the case of the sign languages of deaf people, African American English was finally recognized as what it had been all along: a full-fledged language (or dialect, if you want to call it that) with just as much expressive power as all the other ones.

At the same time, any close comparison of what speakers of Standard American English (SAE) on the one and speakers of AAE on the other do will very soon reveal stark differences that go way beyond a different pronunciation and a different vocabulary and extend even into core syntactic realms such as the auxiliary system. And these differences are not even confined to grammar: Rather, AAE as a whole reflects a whole way of life which in turn reflects the whole history of the African American community in the U.S.

In the seminar, we will build on Lisa Green’s seminal 2002 study *African American English* to deal with the more narrowly linguistic aspects of AAE but will also make frequent use of Geneva Smitherman’s 1977 classic *Talkin and Testifyin. The Language of Black America* as well as much other material, which will serve to embed the linguistic material in the narrow sense into a broader

frame of the socio-historical context determining language use. Street talk, language use in the African American Church, rap, hip-hop, Rasta – all of this will be very much part of it, and students are invited to bring their own ideas!

Texts: Lisa Green, *African American English. A Linguistic Introduction*, Cambridge University Press, Cambridge 2002, € 29.99. The book is also available as a PDF for students of this seminar.

Language acquisition

R. Möhlig-Falke Blockveranstaltung:

Freitag 13.05.2011, Samstag 14.05.2011, Freitag 27.05.2011 und Samstag 28.05.2011, freitags jeweils von 10-18 Uhr und samstags von 10-17.30 Uhr (mit Pausen)

Description see page 15.

Ozzie English

Prof. B. Glauser Wednesday 09:15 – 10:45 112 2hrs.

Australian English has the reputation of being boringly similar throughout the vast continent, and it is sometimes said to be a descendent of early nineteenth-century lower-class London English. While the two statements may find some justification if we look at Ozzie English in the abstract, the present-day multilingual realities in this officially multicultural and multilingual state (on the brink of becoming a republic) are certainly much more complex and deserve the linguists' attention. The aim of this seminar will be to cover synchronic and diachronic perspectives alike.

Texts: By way of a very short introduction, please read "Australia" by Gregory R. Guy (in Jenny Cheshire 1991, *English Around the World*).

4.6 Proseminar I Literaturwissenschaft

Anmeldung per Online-Formular erforderlich. (Frühere Anmeldefrist für Proseminare!)
Course Requirements (unless noted otherwise): Regular attendance and active participation, oral presentation, course preparation/homework assignments and written term paper.

Challenge: Poetry!

C. Schwanecke *Blockseminar*. AS 110.

Dates: March 7, 2011, 11 am-1 pm; March 17, 9 am-1 pm & 2-6 pm;

March 18, 9 am-1 pm & 2-4 pm; March 23, 9 am-1 pm & 2-6 pm; March 24, 9 am-1 pm & 2-4 pm.

A poem is perhaps one of the most complex and therefore most demanding literary forms. But – and this fact is often overlooked – it can also be one of the most attractive. This introduction to poetry invites you to witness the latter.

We are going to ‘travel’ through the ages, reading and discussing samples of some of the most well known, canonized poems from the Renaissance to the present time. In order to interpret them, you are going to apply both the tools of analysis you have been provided with in the introductory lecture to literary studies (and in the tutorials) and other, experimental strategies. You will also be able to update your knowledge in literary history, poetic forms, structures and stylistic devices.

This class is taught as a *Blockseminar*. In our first (obligatory!) session on March 7th you will be provided with a reader and a topic for your presentation. So? Are you up to the challenge?

Introduction to Gothic Literature

A. Schardt Tuesday 11:15 – 12:45 114 2hrs.

Since its beginnings in the 18th century, Gothic literature has dealt with the darker aspects of the world and human nature: Its prominent features include terror, horror, mystery, the supernatural, haunted houses, castles, darkness, death and decay; typical figures range from aristocratic villains or lunatics to all kinds of monstrous beings like vampires, werewolves or even the devil himself. Because of the high frequency of such stock features and its link to excess, Gothic writing was often criticised for its sensationalism and lack of moral instruction in the past; during the last decades, however, it has increasingly been considered as a serious literary form and a respectable field of study.

Using key texts from different periods, we will analyse the main features of this tradition and trace its development up to the 20th century. Besides the investigation of ‘classic’ Gothic features, we will also tackle the question whether there is a continuation of this form up to the present day or if it makes sense to speak of a ‘post-Gothic’ mode.

A very good opportunity to get some firsthand insights into current research on this subject will be the biennial conference of the *International Gothic Association*, which will take place in Heidelberg this year (2nd – 5th August 2011; conference homepage: <http://www.gothic.unitt.de>).

Texts: Matthew Lewis, *The Monk* (Oxford World’s Classics)

Bram Stoker, *Dracula* (Oxford World’s Classics)

Stephen King, *The Shining* (Hodder & Stoughton)

Course Requirements: Regular attendance, active participation in class, oral presentation and term paper (alternatively, a shorter term paper is possible if you are willing to support our staff at the *International Gothic Association* conference; details of this option to be announced in class).

Introduction to the Analysis of Novels

Prof. V. Nünning Monday 14:15 – 15:45 112 2hrs.

In this Proseminar, we will be concerned with the interpretation of narrative texts. In the ‘Introduction to the Study of Literature’ you have learned – in a necessarily rather abstract and theoretical way – how to deal with a host of different genres; here we will refine this knowledge and apply it to the interpretation of a number of ‘classic’ texts. In order to get insight into more or less representative ways of writing, we will discuss three novels published in the nineteenth and twentieth century.

Texts: Charlotte Brontë, *Jane Eyre* (1847); Virginia Woolf, *Mrs Dalloway* (1925) and Julian Barnes, *A History of the World* (1989).

Additionally, we will read some excerpts from George Eliot's novel, *The Mill on the Floss* (1860); master copies will be provided at the beginning of the semester.

Invasion Narratives

C. Assmann Tuesday 09:15 – 10:45 112 2hrs.

In 1897, the festivities for Queen Victoria's diamond jubilee showed off the power of the Empire at its peak, celebrating the success of the civilizing mission and the promise of future expansion. However, towards the end of the Imperial Century, the Empire also increasingly became the source of a fear of collapse and reverse colonization. The strong belief in progress predominant in the High Victorian Age was countered by an awareness of the fragility of civilization and a growing fear of degeneration – the notion that Charles Darwin's theory of evolution might warrant not only improvement, but also permits regressive development. In this course we will look at the way these anxieties found their way into literature and how the themes prevalent at the time were transformed in fiction. We will read two novels that tell the story of an outside force coming to England, threatening the integrity of the British home and empire. The term 'invasion narrative' is here extended to refer to Dracula and his invasion of England in Bram Stoker's eponymous gothic novel. Published in the year of the diamond jubilee, the novel conflates in the figure of the vampire a wide range of anxieties that haunted the fin-de-siècle imagination. With regard to H.G. Wells's highly influential novel *War of the Worlds* (1898), we will look at more narrow definitions of the genre of the invasion narrative. In addition, we will include later film and radio versions of Wells's story to discuss the question to which extent the Late Victorian genre is still relevant today.

Texts: Please read before the beginning of term:

Bram Stoker, *Dracula* (1897)

H.G. Wells, *War of the Worlds* (1898)

The Oxbridge Myth

Dr. K. Frank Blockveranstaltung im März 2011 Raum & Termine werden noch bekanntgegeben.

Tutorials with no more than five students in oak-panelled rooms... young men in black gowns punting on the river... beautiful old buildings adorned with dreaming spires, breathing the spirit of wisdom and learning... fresh outbursts of an ancient rivalry at the famous boat race... These and more images spring to mind when England's oldest and still most prestigious universities are mentioned: Oxford and Cambridge. How did the myth of these sophisticated preservers of tradition (and class snobbery) come about, and how has it been sustained and possibly transformed in our times? And, leaving the myth aside and facing the facts of social reality, in what ways does "the Oxbridge elite [still] dominate Britain's political and cultural establishment", as an article in the *Observer* (16 March 2008) suggests?

This seminar will approach the "Oxbridge Myth" by looking at historical data, journalistic texts and fictional presentations of the two universities in literature and film.

Texts: A reader will be provided.

Magical Realism

E. Redling Wednesday 11:15 – 12:45 113 2hrs.

The mixing of realism and fantasy has a long tradition. We might think of *A Thousand and One Nights* or *Don Quixote*. But in the 20th century a genre emerged that is specifically referred to as ‘magical realist’. Not only do these texts combine realism with forms of the fantastic; they also, significantly, incorporate historical and political dimensions. Because of their departure from Western ‘classical realist’ texts, they are often regarded as suitable to represent the concerns of marginalised groups in society. We will look at the origins of the genre and we will deal with ‘magical realist’ texts by the English female writers Angela Carter and Jeanette Winterson as well as by the famous postcolonial writer Salman Rushdie.

Texts: Please buy and read:

Jeanette Winterson’s *The Passion* (Vintage, 1996; ISBN: 978-0099734413)

Jeanette Winterson’s *Sexing The Cherry* (Random House UK, 1994; ISBN: 978-0099747208)

Salman Rushdie’s *Haroun And The Sea Of Stories* (Penguin, 1991; ISBN: 978-0140140354)

Angela Carter’s *Wise Children* (Random House UK, 1992; ISBN: 978-0099981107)

American Short Fiction

Dr. E. Hänßgen Wednesday 11:15 – 12:45 112 2hrs.

If there is such a thing as the American genre, it is the short story. This class will follow its history from early classics by writers like Poe, Hawthorne and Melville and cover 20th-century stories, for example by Hemingway and Fitzgerald, and contemporary fiction. For 21st-century texts, your suggestions are most welcome.

The analysis of primary texts will be our main focus, but topics like the historical contexts of short story publication and the theoretical and cultural backgrounds will also be covered.

Texts: A reader will be available in March; please read the texts in advance.

Anglo-American Drama of the 1940s: Wilder, Miller, Priestley

Dr. K. Hertel Thursday 09:15 – 10:45 112 2hrs.

Thornton Wilder, Arthur Miller, and J.B. Priestley were among the most enthusiastically received playwrights in early post-war Germany, a success that in some cases even exceeded the reception in their native countries.

The course will focus on a close reading of four of their plays and will shed some light on the question of their respective literary ‘merit’, their literary ‘messages’ and the public response they met with.

Texts: Participants are asked to have read the following plays by the beginning of the summer term:

Thornton Wilder, *Our Town* and *The Skin of Our Teeth* (available in: Th. Wilder, *Our Town and Other Plays*, Penguin Modern Classics);

Arthur Miller, *All My Sons* (also a Penguin edition);

J.B. Priestley, *An Inspector Calls* (in: *An Inspector Calls and Other Plays*, Penguin Modern Classics).

Shakespeare's King Lear and The Tempest in Recent Adaptations and Criticism

Dr. J. Rupp Thursday 16:15 – 17:45 113 2hrs.

King Lear and *The Tempest* have been among the most influential of Shakespeare's plays in recent criticism and adaptations. In the wake of the New Historicism and other attempts at repositioning Shakespeare, both works have been subjected to innovative readings, academic and artistic. These readings constitute a new chapter of reception history which can fruitfully be juxtaposed with a study of the original plays. Thus, *King Lear* may profitably be read alongside the 'Theatre of the Absurd' or Edward Bond's *Lear*, while *The Tempest* resonates with a range of modern, postcolonial concerns. Apart from reading closely Shakespeare's texts, this seminar invites participants to explore the ongoing appeal and reassessment of *King Lear* and *The Tempest* in literature as well as film. It is intended as an introduction to the study of drama, which at the same time goes beyond the two canonical works to include other artefacts and contexts in which they have been adapted.

Texts: William Shakespeare, *King Lear & The Tempest* (Arden Shakespeare edition)

Edward Bond, *Lear* (Methuen student edition)

Further material will be made available.

Participants are expected to have read the three texts by the beginning of the semester.

4.7 Proseminar II Literaturwissenschaft

Anmeldung per Online-Formular erforderlich. (Frühere Anmeldefrist für Proseminare!)
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Course Requirements (unless noted otherwise): Regular attendance and active participation, oral presentation, course preparation/homework assignments and written term paper or exam.
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Ben Jonson

E. Redling Thursday 11:15 – 12:45 113 2hrs.

Ben Jonson (1572-1637) was a major English Renaissance dramatist and a contemporary of Shakespeare; yet he had a focus that was very different from that of the latter. First, because he is primarily known as a writer of comedies – his tragedies achieved only a limited success. Second, unlike Shakespeare's romantic comedies that have no specific setting, Ben Jonson's comedies focus largely on London, are sharply satirical and include much black humour. A central aim of these plays was thus the display and derision of human follies. We will read and analyse his most famous plays: *Volpone*, *The Alchemist*, *Bartholomew Fair*, *The Devil is an Ass*. Furthermore, we will discuss some of his court masques, which he wrote for James I and Queen Anne, and his poetry. The masques were a favourite form of court amusement at the time, since the genre combines elements of theatre, music, dance, painting and architecture.

Texts: Please buy and read the following edition of three of Ben Jonson's plays:

Volpone and Other Plays. Ed. Michael Jamieson. (Penguin Classics, 2004; ISBN: 978-0141441184)

In addition, you will receive a reader containing two court masques and the play *The Devil is an Ass*.

Literature & Film: Adapting Shakespeare for the Screen

Dr. K. Hertel Monday 14:30 – 16:00 115 2hrs.

This is another ‘Literature & Film’ course, which aims to combine the close reading of literary texts with the analysis of the respective text-to-screen adaptations.

We will start the semester off by looking at the historical and theatrical context of Shakespearean drama before doing a close reading of two of Shakespeare’s romantic comedies: *A Midsummer Night’s Dream* and *As You Like It*. After a short excursion into the world of film studies, film semiotics and the ‘basic tools’ for film analysis, we will attempt to interpret the different film versions chosen for this course. Among them will be the 1999 screen adaptation of *A Midsummer Night’s Dream* by Michael Hoffmann as well as the most recent screen version of *As You Like It* directed by Kenneth Branagh in 2006.

Texts: Participants are asked to have read the two plays by the beginning of the summer term in the Oxford-World-Classics editions.

And for those who would like to prepare in advance for the aspects of film analysis and adaptation three books can be recommended:

J. Monaco, *How to Read a Film* (2000),

H. Korte, *Einführung in die systematische Filmanalyse* (2000/2004) &

D. Cartmell & I. Whelehan, *Adaptations. From Text to Screen, Screen to Text* (1999).

Thatcher & Co: 1980s Britain Revisited

Dr. B. Hirsch Wednesday 18:15 – 19:45 110 2hrs.

In the 2010 British election campaign one of the posters used by Labour displayed David Cameron leaning on the bonnet of an Audi Quattro in a pose unashamedly borrowed from Gene Hunt, the notoriously politically incorrect protagonist from the BBC TV cult series *Life on Mars* (2006-7) and *Ashes to Ashes* (2008-10); placed below Cameron’s picture was the slogan ‘Don’t let him take Britain back to the 1980s’. Somewhat unexpectedly, however, Labour’s strategy of ridiculing Cameron by depicting him in retro style backfired spectacularly: Rather than discrediting the Tory leader, the photoshopped image actually added to his popularity. While it remains to be seen whether the new Prime Minister really resorts to a rehashing of Thatcherite policies, Cameron has made no secret of his admiration for the “Iron Lady” and, in what was interpreted as a highly symbolical gesture, personally invited his 84-year old predecessor to tea at Downing Street soon after taking office.

Using the recently revived interest in the 1980s as a starting point, we shall revisit some landmarks of Thatcher’s Britain. In doing so we will embark on a time travel which will take us back to a decade characterized by fierce political battles on the domestic front (e. g. miners’ strike) and real war overseas (the Falklands campaign), but also remembered for its eccentric hairstyles (epitomized by the ‘mullet’) and an ever-changing music scene, whose diversity ranged from so-called hair bands to New Wave and from synthpop to hip hop. Attempting to reconcile a socio-historical approach with a literary-critical outlook, our material will encompass documentary and fictional, filmic and textual sources.

Texts: Fictional Sources (to be purchased and read during vacation):

- Lodge, David, *Nice Work*. Penguin edition.
- Townsend, Sue, *The True Confessions of Adrian Mole*. Penguin edition.

Non-Fictional Sources (optional):

- Jenkins, Simon, *Thatcher & Sons: A Revolution in Three Acts*. London, 2006.
- Kavanagh, Dennis, *Thatcherism and British Politics: The End of Consensus?* Oxford et al., 1990.
- McSmith, Andy, *No Such Thing as Society: A History of Britain in the 1980s*. London, 2010.
- Turner, Alwyn, *Rejoice, Rejoice! Britain in the 1980s*. London, 2010.
- Vinen, Richard, *Thatcher's Britain: The Politics and Social Upheaval of the 1980s*. London, 2009.

(Post)modern British and Irish Poetry

Dr. H. Grundmann Tuesday 16:15 – 17:45 333 2hrs.

This course is intended as a basic introduction to modern lyric poetry. We shall begin with a survey of the major poets of the early 20th century (W.B. Yeats and T.S. Eliot) and then look into the period after 1945, starting with W.H. Auden, but focusing on contemporary experiments in British and Irish poetry. British poetry will be represented mainly by Philip Larkin, Ted Hughes and Tony Harrison; with Irish poets such as Seamus Heaney, Eavan Boland and Derek Mahon, involvement in Irish political and cultural issues will be of particular interest. A principal objective of the course is to stimulate the enjoyment of lyric poetry by the close reading of selected representative texts.

Texts: Please purchase Paul Muldoon, *The Faber Book of Contemporary Irish Poetry*. Faber and Faber, 2006; and Edward Lucie-Smith, *British Poetry since 1945*. Penguin, 1985 (buy second-hand). All other poems will be provided in the form of a reader.

The Family in American Literature

Dr. H. Jakubzik Wednesday 14:15 – 15:45 112 2hrs.

In this class we will examine the family in the USA (its role as ‘nucleus of society’, its influence on the psyche of family members, its depiction as utopian fantasy or destructive ‘reality’) in a number of American texts from the seventeenth century up to the present. Three novels will be at the center of our studies: Mark Twain’s *Adventures of Huckleberry Finn* (1883), William Faulkner’s *The Sound and the Fury* (1929) and Jonathan Franzen’s *Freedom* (2010). These novels will be complemented by several poems, a play (Arthur Miller’s *Death of a Salesman* (1949)) and one or two additional novels. A complete reading list will be available at the beginning of March. Participants must have read the three central novels before the semester begins.

Recent Irish Novels

Dr. C. Lusin Wednesday 16:15 – 17:45 112 2hrs.

For British, Irish and New English literature, the new millennium seems to have begun with a paradox: Having moved into the 21st century, the contemporary novel in English appears to be particularly fascinated with the past. In this context, authors tend to foreground topics like the nature of memory, identity, knowledge, truth, and ultimately, death.

In this course, we are going to focus on three recent Irish novels published to high critical acclaim: John Banville's *The Sea* (2005), Anne Enright's *The Gathering* (2007) and Sebastian Barry's *The Secret Scripture* (2008). For the first-person narrators of all three novels, delving into the past turns out to be a vital, if problematic means of keeping track and trying to make sense of themselves, their present and other people. In discussing these fictional self-narrations, we will explore the limits and possibilities of the genre and address questions like: How do the authors tackle the problem of representation and truth? Which narrative strategies do they apply, and to what effect? What kind of relationship between life and stories do they project, and what does this imply concerning the function(s) of literature?

Amitav Ghosh: Writing Migration, Diaspora und Empire

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

If one were to list significant contemporary authors of global fictions, Amitav Ghosh would surely be high on the list. Born in Kolkata, educated at Delhi University and with a D. phil. in social anthropology from Oxford University, he currently lives, writes, and teaches in New York and Goa. Ghosh is the author of numerous award-winning books of (historical) fiction, travel literature and essays about Bangladesh, Burma, Egypt, Cambodia, Britain, and America. His writing – in addition to being excellent literature – recuperates the silenced diasporic and migrant voices of those not represented in the historical record, while providing us with an encompassing historical and ethnographic context for discussion about colonialisms, empire, and imperialism in the past and present.

Texts: We will read and discuss a number of Ghosh's novels, travel literature, and selected essays:

The Calcutta Chromosome (1995) – spans Victorian India and the near future in New York in the context of the history of conspiracy in the troubled world of malaria research.

In an Antique Land (1992) – a travel narrative of a special sort, recalling a world that no longer exists based on a decade of intimacy with an Egyptian village community.

The Glass Palace (2000), a vast historical novel tracing colonialisms of various sorts in nineteenth century Burma.

Sea of Poppies (2008) – the first novel in a historical trilogy, a global fiction aboard the US slaving ship the Ibis, transformed for the transportation of opium to China and the human labor of coolies to the Caribbean at the eve of the First Opium War in the mid-nineteenth century.

Students will be expected to buy copies of these books before the beginning of class and should have read *The Glass Palace* for the first session.

Tony Kushner, *Angels in America* (1992) and *Tiny Kushner* (2011)

Dr. E. Hänßgen Friday 11:15 – 12:45 113 2hrs.

Tony Kushner (b. 1956) is a highly acclaimed and controversial American playwright and political activist. In his plays, he combines realism and experiment, mixing historical characters and events with fantastical elements like scenes set in heaven, Antarctica or hell. His plays are full of dark humour and intertextually rich references.

The aim of Kushner's plays is to make sense of human existence and to tell the truth. Playwrights should not only entertain their audience, but also challenge their ideas on political and cultural issues – ranging from sexuality and politics to religion – to help them move forward and engage more fully in their lives.

We will take a close look at his most famous play to date, the Pulitzer Prize-winning “gay fantasia” *Angels in America* (1992), set in the context of the AIDS epidemic in Reagan-era New York. We will also compare the text with the 2003 film version starring Meryl Streep, Al Pacino and Emma Thompson. After this seven-hour epic, we will analyse his latest works, five one-act plays performed in 2009 as *Tiny Kushner* (to be published in April 2011). Two of the plays are available on the internet already.

Texts: Please purchase/order and read the texts in these editions in advance:

Kushner, Tony. *Angels in America: A Gay Fantasia on National Themes: Part One: Millennium Approaches; Part Two: Perestroika*. 1992. New York: Theatre Communications Group, 2003.

Kushner, Tony. *Tiny Kushner: Five One-Act Plays*. New York: Theatre Communications Group, 2011 (forthcoming in April). Already online are:

“The Lives They Lived: Flip Flop Fly,” *The New York Times* 29 Dec. 2002

<<http://www.nytimes.com/2002/12/29/magazine/the-lives-they-lived-flip-flop-fly.html>>.

“Only We Who Guard The Mystery Shall Be Unhappy,” *The Nation* 24 March 2003

<<http://www.thenation.com/article/only-we-who-guard-mystery-shall-be-unhappy>>.

Zimbabwean Literature

Priv.-Doz. M. Loimeier Monday 08:15 – 09:45 112 2hrs.

For many years the literary scene of Zimbabwe has been as vibrant and inspiring as the South African one. Although some Zimbabwean authors went into exile under the dictatorship of Robert Mugabe there still live and work a few strong voices in the South African country. Concentrating on the oeuvre of Dambudzo Marechera, Tsitsi Dangarembga, Charles Mungoshi, Chenjerai Hove, Shimmer Chinodya, Yvonne Vera, and Chirikure Chirikure the seminar will discuss aspects of resistance, gender, remembering, aesthetics, and exile. Furthermore there will be a focus on publishing (Baobab Books, Mambo Press, Weaver Press, Zimbabwe Publishing House) and the book market (Zimbabwe International Book Fair), maybe also a glance on the art scene in general (film, music, sculpture, HIFA – Harare International Fair of Arts).

Texts: Complete oeuvres by the above mentioned authors

Sources: Sofia Lucy Kostelac, Poetic language and subalternity in Yvonne Vera's *Butterfly Burning* and *The Stone Virgins*, University of Witwatersrand, Johannesburg 2006

<<http://wiredspace.wits.ac.za/bitstream/handle/10539/2155/Kostelac-MA%20Dissertation.pdf>>;

Kizito Muchemwa, Robert Muponde (eds.), *Manning the nation: Father Figures in Zimbabwean literature and society*, Weaver Press, Harare 2006;

Robert Muponde, Ranka Primorac (eds.), *Versions of Zimbabwe: new approaches to literature and culture*, Weaver Press, Harare 2005;

Robert Muponde, Mandi Taruvinga (eds.), *Sign and Taboo: Perspectives on the Poetic Fiction of Yvonne Vera*, Weaver Press, Harare 2002/James Currey, Suffolk 2003;

Ranka Primorac, *Place of Tears*, Weaver Press, Harare 2006;

Flora Veit-Wild, *Writing Madness*, Weaver Press, Harare 2006;

4.8 Proseminar I Kulturwissenschaft (anwendungsorientiert)/ Landeskunde

Lehramtsstudierende können hier einen Landeskundeschein erwerben.
Anmeldung per Online-Formular erforderlich. (Frühere Anmeldefrist für Proseminare!)
Course Requirements (unless noted otherwise): Regular attendance and active participation, oral presentation, course preparation/homework assignments and written term paper.

Being Jewish in America – 1654 to the Present

Dr. S. Bloom Monday 09:15 – 10:45 116 2hrs.

“Where there are two Jews, there are three opinions.” This folk saying will guide our examination of what it has been like to be a Jew in America during the last 350 years. There was no single “Jewish experience”, but many different ones. However, to quote Hitler’s least favorite Jew, “Men make their own lives, but they do not make them under circumstances of their own choosing.” Therefore we will examine such “circumstances” as anti-semitism in America, the Shoah (Holocaust), the State of Israel, relations between Jews and African-Americans, Jews and American popular culture, Jews and American literature, Jews and American politics and Jews and American religion. Students will be expected to read two novels, from a list provided, by Jewish-American writers.

A Brief (and Probably Biased) History of Northern Ireland

B. Gaston Tuesday 14:15 – 15:45 122 2hrs.

“For God’s sake bring me a large Scotch. What a bloody awful country.” — Reginald Maudling M.P. (British Home Secretary), on boarding the plane after his first visit to Northern Ireland, 1970. Beginning with the division of Ireland after the First World War and ending with the most recent peace agreements in 2007, this course will attempt to answer the question, “Is it?”

Note: an excursion to Belfast is being planned for the early autumn to enable students to make up their own minds.

Texts: Three books dealing specifically with Northern Irish history are:

Bardon, Jonathan. *A History of Ulster*. 2nd ed. Blackstaff Press Ltd, 2001.

Hennessey, Thomas. *A History of Northern Ireland*. Palgrave MacMillan, 2000.

Mulholland, Marc. *Northern Ireland: A Very Short Introduction*. Oxford University Press, 2003.

However, for my money the best book on Northern Ireland is Martin Fletcher, *Silver Linings* (Little, Brown, 2000).

British 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 Vienna, this course aims to narrate the developing relationship between the political, economic, social and cultural transformations of British history. In the course of the story, we shall focus on a limited (and therefore biased) selection of events, ideas and persons in order to better understand their particular contribution to the greater historical overview.

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*.

Emigration and the Irish – Past and Present

D. O'Brien Thursday 11:15 – 12:45 122 2hrs.

Emigration has been part and parcel of Irish life and history from earliest times. Beginning with the Irish peregrini in early medieval times, to the Flight of the Earls and the Wild Geese in the 17th century, the starving masses who fled Ireland to America and Australia after the Great Famine in the 19th century, the modern emigrants to Britain in the 1950s and to Europe and the States in the 1980's, emigration had, until recently, been considered a tradition and, at times, a necessary evil in Ireland. This course will examine the political, social and religious reasons for emigration against the background of Irish history. How the emigration experience has been documented in music, song and film will also be briefly highlighted. For the first time in its history, Ireland became a land of immigration during the Celtic Tiger years and emigration seemed a thing of the past; the course will conclude by looking at the phenomenon of the Celtic Tiger and the social problems which accompanied it such as racism. With the demise of the Celtic Tiger and the current economic and financial difficulties, emigration has once again come back to haunt the Irish.

Texts:

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

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

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

Peillon, Michel & Eamonn Slater (eds.) (1998). *Encounters with Modern Ireland. A sociological chronicle 1995-1996*. Dublin: IPA.

Sweeney, Paul (1999). *The Celtic Tiger. Ireland's continuing economic miracle*. Dublin: Oak-tree Press.

The Oxbridge Myth

Dr. K. Frank Blockveranstaltung im März 2011 Raum & Termine werden noch bekanntgegeben

Description see page 23.

4.9 Proseminar I Kulturwissenschaft (theoretisch)

Anmeldung per Online-Formular erforderlich. (Frühere Anmeldefrist für Proseminare!)
Course Requirements (unless noted otherwise): Regular attendance and active participation, oral presentation, course preparation/homework assignments and written term paper.

Cultural and Literary History: An Overview

Priv.-Doz. Dr. S. Herbrechter Monday 14:15 – 15:45 110 2hrs.

In the age of “modularisation” it is all too easy for students of literary and cultural studies to lose the “big picture”. Of course, a one-semester proseminar cannot possibly provide a detailed overview of literary and cultural history from antiquity to the present. However, we will be trying to establish a general sketch of the history of ideas, styles and cultural change from the early renaissance to the 21st century. Participants are encouraged to sign up during my “Feriensprechstunden” for topics for short oral presentations. These topics should provide a general overview of the main “ideas” of a particular period or time, style or school of thought and their main literary and artistic works, cultural and signifying practices, technological and scientific achievements, as well as its genealogies and afterlives. Examples might include gothic, renaissance, humanism, Elizabethan, baroque, mannerism, classicism, restoration, enlightenment, romanticism, realism, naturalism, Victorian, various modernisms, postmodernism... It might also be useful to look at differences within various national traditions of periodisation which warrant a comparative approach. The module will also involve critical reflection of the process of writing literary and cultural histories. Participants may choose between two forms of assessment: either a written essay or a final exam.

Texts: The best preparation for this module would probably be to start working through a comprehensive and historically structured textbook on English literature like Paul Poplawski’s *English Literature in Context* (Cambridge: CUP, 2008).

On the notion of cultural history I recommend Peter Burke’s *What Is Cultural History?* (Cambridge: Polity).

A detailed bibliography will be handed out at the beginning of the module.

Gender in the Internet (elearning)

Dr. D. Fischer-Hornung E-Learning (online) WWW 2hrs.

In this online seminar, we will explore a wide range of historical, social, economic, and theoretical topics usually included within the boundaries of gender studies: the women’s and men’s movements; gender politics in the family, workforce, and military; gender in sports and education; various approaches to sexual identity such as gay, lesbian, and queer studies; as well as the politics and culture of sexual difference and inequality.

We will explore the Internet as a space where gender identities are both constructed and deconstructed, i.e., the Internet as a contemporary vehicle of gender identities.

Note: This as an 7-week crash course. Only students who are willing to invest extensive time for the duration of this crash course should register.

Class starts on Monday, 18 April 2011 and ends on Friday, 10 June 2011

A Global History of Football

C. Assmann Thursday 14:15 – 15:45 108 2hrs.

Over the last century, football has developed from an English national sport to a global game of universal quality. Not only is the Premiere League the world's most watched sporting league with an audience of over half a billion people in countries all over the globe, the sport itself has also travelled to all regions and, in turn, has triggered migration to England and other European countries with the luring promise of fame and money. As a consequence, football today has become a phenomenon that merges the local with the global in exciting new ways. The course will take an interdisciplinary approach, combining a historical perspective on football with the discussion of various key concepts relevant for literary and cultural studies, such as gender construction, collective and national identity, auto- and heterostereotypes, migration and globalisation, cultural exchange, mass media and consumer culture. To see how these topics are dealt with in literature, we will take a look at Nick Hornby's *Fever Pitch* (1992) and other examples of football literature.

Note: The course will be given in collaboration with the Historical Department; students from both literature and history are welcome.

4.10 Proseminar II Kulturwissenschaft/Landeskunde

Lehramtsstudierende können hier einen Landeskundeschein erwerben.
Anmeldung per Online-Formular erforderlich. (Frühere Anmeldefrist für Proseminare!)
Course Requirements (unless noted otherwise): Regular attendance and active participation, oral presentation, course preparation/homework assignments and written term paper.

Literature & Film: Adapting Shakespeare for the Screen

Dr. K. Hertel Monday 14:30 – 16:00 115 2hrs.

Description see page 26.

Thatcher & Co: 1980s Britain Revisited

Dr. B. Hirsch Wednesday 18:15 – 19:45 110 2hrs.

Description see page 26.

(Post)modern British and Irish Poetry

Dr. H. Grundmann Tuesday 16:15 – 17:45 333 2hrs.

Description see page 27.

Stanley Cavell – at the margins of philosophy

Dr. C. Kömürcü Friday 10:15 – 11:45 110 2hrs.

Stanley Cavell is one of the most important philosophers in our time. The philosophy of Cavell is characterized by an extraordinary interest in literature and literary writers, e. g. Thoreau, Emerson, Shakespeare and Beckett. Drawing on Cavell's philosophy, this course tries to clarify some pressing questions: How can philosophy account for a practice of reading literary texts? And what is the relation between literature and philosophy?

Text: A detailed bibliography will be provided in the first session.

Introductory reading: Elisabeth Bronfen, *Stanley Cavell zur Einführung*, Hamburg 2009.

From Babe Ruth to Underworld: The Cultural Logic of American Baseball

P. Löffler Thursday 14:15 – 15:45 122 2hrs.

Ever since its 19th-century arrival in the U.S., baseball has played a central role in American cultural life. For once, baseball is an exciting sports game with a set of interesting yet intricate rules and a history of famous clubs (e. g. the Yankees, the Red Sox, the Cubs). But the game also offers a surprisingly accurate story about the social and political history of the U.S. since around the Civil War. American baseball has contributed significantly to the success story of American consumer capitalism. The game has become a brand name with a corporate ideology and corresponding T.V., radio- and internet-networks. In conjunction with its social-economic frameworks, baseball has also continuously spotlighted questions of race (e. g. the beginnings of professional baseball and the Negro leagues) or questions of gender (comparable to the German obsession with soccer as a predominantly male sport).

Analyzing its multi-faceted social and political history, this seminar focuses on baseball as a site of national-cultural commemoration. In that sense, we will approach the game and its history as a virtual museum of American culture. From a particular theoretical angle, baseball can be understood as a collection of anecdotes, stories and images that have helped people with the most diverse political, social or artistic backgrounds to reflect upon America and the idea of American identity. There are baseball novels (e. g. Philipp Roth's *The Great American Novel* or Don De Lillo's *Underworld*), baseball short-stories and baseball poetry (e. g. Marianne Moore's famous poetological poem "Baseball and Writing"); popular musicians, e. g. Bob Dylan, Simon & Garfunkel or Bruce Springsteen, have addressed the game in their songs and cultural critics and sociologists have written about baseball and the production of cultural icons (e. g. Babe Ruth as incarnation of the American 1920s, or Hank Aaron as African-American freedom fighter). In our seminar, we will analyze a variety of different texts, songs and movies from the 1920s up to the new millennium, exploring the history of American baseball as a history of American identity-making.

The seminar will start off with an introduction to the game itself: We will speak about the rules of the game, try to play the game and watch some of the most memorable moments in baseball history. We will then read a selection of baseball-texts (novels, poetry, songs, and documentaries) and discuss them on basis of cultural memory theories (Nora, Assmann, Lachmann, et.al.).

Texts: Don DeLillo: *Underworld*

Heywood Broun: *The Sun Field*

All remaining other texts will be made available via ESEM

Border Narratives in U.S. Films

Dr. D. Fischer-Hornung Thursday 14:15 – 16:30 110 3hrs.

Borders are zones of negotiation, zones of articulation of belonging and not belonging. Cultural practices are an active part of this process. In the past few decades, Hemispheric studies of the Americas have become increasingly important as a theoretical frame of reference for North, Central, and South America, particularly at the southern border between the U.S.A. and Mexico – less so at the northern border to Canada. This is reflected in numerous films that deal with the Mexican-U.S. border from the classic Hollywood Western to independent films showing the perspective of those south and north of the U.S. border.

We will discuss the relationship between borders and construction of identity; the dynamic nature of the process of bordering; the border's function as a fault of division or joining; the border as a "contact zone"; processes of inclusion and exclusion.

We will view and discuss the following films:

- *Touch of Evil* (1958)
- *The Alamo* (1960)
- *Borderline* (1980)
- *The Border* (1982)
- *Lone Star* (1996)
- *Traffic* (2000)
- *The Three Burials Of Melquiades Estrada* (2005)
- *Border Town* (2006)
- *No country for Old Men* (2007)
- *Frozen River* (2008)
- *Sin nombre* (2009)

There will be an exam in the final week of the semester.

The American Musical

C. Burmedi Monday 09:15 – 12:45 110 4hrs.

The American Musical is a unique expression of American social and cultural identity, touching on aspects of social class, race, religion, heritage, gender, sexuality and geography. In this course we will watch and discuss a number of musicals, focusing on their theatrical and social significance as well as on how they present historical events. Although some attention will be paid to the origins of the musical comedy tradition and to British contributions to the genre, emphasis will be placed on classic Broadway musicals (1915-1965).

Note: To do the musicals justice, we will meet for four hours most weeks to watch the filmed versions in their entirety and discuss their relationship to theoretical texts.

Please email <c.burmedi@urz.uni-heidelberg.de> for a detailed course schedule.

5 Hauptseminare

5.1 Hauptseminare Sprachwissenschaft

Nur im Lehramts-, Magister und Master-Studiengang
Persönliche Anmeldung
Course requirements (unless noted otherwise): Regular attendance and active participation, course preparation and homework assignments, oral presentation and term paper.

Geschichte des Altenglischen

Prof. J. Insley Donnerstag 16:15 – 17:45 116 2st.

Gegenstand dieses Hauptseminars ist die geschichtliche Entwicklung des Altenglischen vom Anfang bis ins 11. Jahrhundert. Phonologie, Morphologie und Wortschatz werden eingehend untersucht und die historische Dialektologie wird anhand von Textbeispielen behandelt. Die fremden Einflüsse, die das Altenglische geprägt haben, nämlich das Lateinische und das Altnordische, werden gründlich erörtert. Da die wichtigsten inneren und externen Entwicklungen der Geschichte des Altenglischen behandelt werden, ist dieses Hauptseminar auch für Examenskandidaten empfehlenswert.

Text: R. Hogg (Hrsg.), *The Cambridge History of the English Language*, I: *The Beginnings to 1066* (Cambridge, 1992), 1-25, 67-167, 290-408.

Voraussetzungen: Sprachwiss. PS 1 und PS 2 (womöglich Einführung ins Altenglische).

Anmeldung: per email <john.insley@as.uni-heidelberg.de>

Stylistics

Prof. B. Busse Wednesday 11:15 – 12:45 333 2hrs.

Stylistics, a discipline at the crossroads between literary criticism and linguistics, analyses the various forms, patterns and levels that constitute linguistic structure and interprets their functions, meanings, and effects in context. One goal of this course is to give a historical overview of the traditions and developments of stylistics and to explore its principal theoretical underpinnings.

Another goal will be to introduce a set of analytical stylistic tools which will be critically applied to texts from the three main literary genres: lyric poetry, narrative fiction, and drama; but we shall also be looking at other text types and various historical periods. Following this introduction the course will then focus on specific areas of stylistics, such as language, cognition and the mind (cognitive stylistics), historical stylistics, corpus stylistics, multimodality and the stylistic analysis of film.

Texts:

All participants are expected to read the following texts to prepare for the first meeting:

Leech, Geoffrey, and Short, Mick. *Style in Fiction*. 2nd ed. London: Longman, 2007. 282-304.

Course Books:

McIntyre, Dan and Busse, Beatrix (eds.). *Language and Style. A Book in Honour of Mick Short*. Basingstoke: Palgrave, 2010.

Nørgaard, Nina, Busse, Beatrix and Roçio Montoro. *Key Term in Stylistics*. London: Continuum, 2010.

Simpson, Paul. *Stylistics. A Resource Book for Students*. London and New York: Routledge, 2004.

Short, Mick. *Exploring the Language of Poems, Plays and Prose*. London and New York: Longman, 1996.

Wales, Katie. "Stylistics." *Encyclopedia of Language and Linguistics*. Ed. Keith Brown. Vol. 12. Oxford: Elsevier, 2006. 213-217.

Theories of Meaning

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

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

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

Language Change

Prof. B. Busse Tuesday 11:15 – 12:45 110 2hrs.

This lecture will focus on the topic of language change from various theoretical and methodological perspectives. We shall deal with approaches as diverse as (historical) sociolinguistics, (historical) pragmatics, corpus linguistics and even cognitive linguistics. At the same time we shall provide you with a tool-kit to engage in and perform investigations of language change in the past and present.

Text: Seminal Texts will be uploaded.

Microsociolinguistics

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

Microsociolinguistics deals with the way societies handle their linguistic resources (diglossia, bi-/multilingualism, language shift, ...). Microsociolinguistics is a change of perspective: how do individuals act/react sociolinguistically. The central topic is the analysis of linguistic variation depending on social class, age, gender and ethnicity, but address forms, the ethnography of communication, discourse are microsociolinguistic topics as well. The aim of this *Hauptseminar* is thus to give an overview of the development from static linguistics to variationist thinking.

Texts: By way of introduction please read *The Sociolinguistics of Language* by Ralph Fasold. Oxford: Blackwell (1990).

Requirements : *Zwischenprüfung* and historical PSII.

Varieties of English in the Southern Hemisphere

Dr. N. Nesselhauf Wednesday 09:15 – 10:45 113 2hrs.

This seminar will be concerned with all the different types of varieties that can be found in the Southern Hemisphere. In addition to the larger first-language varieties of Australian English, New Zealand English, and (some types of) South African English we will also discuss smaller first-language varieties such as the ones found on some South Atlantic Islands, second-language varieties of English (as used, for example, on some Pacific Islands and in South Africa), and English-based creoles (such as Tok Pisin). We will cover issues such as the structure and use of these Englishes, their socio-linguistic and regional distribution, and their historical emergence (including a discussion of possible reasons for the similarities of some of the first-language Southern Hemisphere varieties). On a more general level, we will also deal with theories of world Englishes and with the different methodological approaches to the study of varieties. For the seminar papers, participants will be expected to carry out some kind of empirical analysis.

Texts: Introductory reading: Melchers, Gunnel & Philip Shaw (2003). *World Englishes*. London: Arnold.

Registration: To register for the course, please send an email to <Nadja.Nesselhauf@urz.uni-heidelberg.de>, indicating whether you intend to acquire a *Schein* or participate as a *Gasthörer*.

Cognitive Linguistics

Prof. S. Kleinke Thursday 11:15 – 12:45 110 2hrs.

This course is meant to introduce a broader range of concepts and methods of semantic description, which have been developed within the domain of cognitive linguistics during the last two decades. Starting with the notion of ‘prototypes’, we will first discuss the internal structure of categories, including attributes, family resemblance and gestalt and proceed to levels of categorization. The second part of the course discusses how metaphors and metonymies are used in everyday language as cognitive tools for our conceptualisation of abstract categories. Later on we will look at how speakers construe their mental image of reality (figure-ground-organization, specificity, point of view, etc.), how speakers embed their concepts into more complex units of their background knowledge such as ‘frames’, ‘scripts’ and ‘scenarios’, and how these processes are reflected in linguistic structures. The discussion will be rounded off with a short look at construction grammar and conceptual blending. Throughout the course, we will discuss practical examples showing how cognitive approaches have been used in order to suggest new solutions for the semantic description of lexical, grammatical and pragmatic items.

Texts: Ungerer/Schmid (2006²): *An Introduction to Cognitive Linguistics*. Longman. London. Chapter 1.

A list of topics for term papers and a selective bibliography will be provided at the beginning of the course.

5.2 Hauptseminar Literaturwissenschaft

Nur im Lehramts-, Magister und Master-Studiengang
Persönliche Anmeldung
Course requirements (unless noted otherwise): Regular attendance and active participation, course preparation and homework assignments, oral presentation and term paper.

Three Shakespearean Comedies

Priv.-Doz. Dr. A. Kreis-Schinck Friday 09:00 – 12:15 112 4hrs. (fortnightly)

From *The Comedy of Errors*, arguably Shakespeare's first comedy, to the late achievements of *As You Like It* and *Twelfth Night* this seminar is going to follow Shakespeare's comic art of formal patterns, symmetries, parallels and juxtapositions and see how the chaotic experience of love, mistaken identity and otherness inevitably leads into the safe and regulated haven of marriage and domesticity.

It is, therefore, the aim of this course to trace some of the origins and variations of the genre as well as the way in which Shakespeare developed and modified them throughout his career of writing comedies.

Texts: Students wishing to participate must have read the three plays (preferably in a recent edition because of the "Introduction") before the beginning of term.

Registration: For registration, contact me via <a.kreis@goldnet.ch>

Note: Please note that this is a fortnightly course – dates will be announced after registration.

Barabas – Shylock – Svengali: Jews in English Drama

Dr. B. Hirsch Wednesday 14:15 – 15:45 114 2hrs.

Covering a period that stretches from the reign of Elizabeth I to that of Elizabeth II, this seminar aims at analyzing theatrical representations of Jewishness and exploring their interconnectedness with other discursive practices of 'self-fashioning' and negotiating otherness. Focussing on four selected plays, namely Christopher Marlowe's *The Jew of Malta* (1589/90), William Shakespeare's *The Merchant of Venice* (1596-98), Paul Potter's *Trilby* (1895, based on George Du Maurier's best-selling novel by the same title) and Arnold Wesker's Shakespearean adaptation *The Merchant* (1976, subsequently renamed *Shylock*), we shall reconstruct the changing images and cultural functions of English stage Jews since the early modern era. In combining a close reading of the dramatic texts with a consideration of their respective performative histories we will explore the varying relevance of racial stereotypes, anti-Semitic prejudices and strategies of symbolic demarcation.

Texts: Primary Sources:

- Marlowe, Christopher, *The Jew of Malta*. Ed. James R. Siemon. New Mermaid edition. London: Methuen, 2009.
- Potter, Paul, "Trilby", in: *Trilby and Other Plays*. Ed. George Taylor. Oxford / New York: OUP, 1996.
- Shakespeare, William, *The Merchant of Venice*. Ed. Jay L. Halio. Oxford / New York: OUP, 2008.
- Wesker, Arnold, *The Merchant*. Ed. Glenda Leeming. London: Methuen, 1983.

Secondary Sources:

- Fiedler, Leslie A., *The Stranger in Shakespeare*. London / New York, 1972.
- Gilman, Sander L., *The Jew's Body*. New York, 1991.
- Gross, John, *Shylock: Four Hundred Years of a Legend*. London, 1992.
- Julius, Anthony, *Trials of the Diaspora: A History of Anti-Semitism in England*. Oxford et al., 2010.
- Landa, M.J., *The Jew in Drama*. New York, 1969.
- Pick, Daniel, *Svengali's Web: The Alien Enchanter in Modern Culture*. New Haven / London, 2000.
- Shapiro, James S., *Shakespeare and the Jews*. New York, 1996.

Ghosts

Prof. P. Schnierer Monday 11:15 – 12:45 114 2hrs.

Ghosts are useful characters: they can motivate plots, pose metaphysical conundrums, step across the boundaries of realism, frighten readers, entertain them and speak with an authority mere humans have lost. They can give shape to attrition, etiolation and depravity as well as tenacity, honesty and the attractively mysterious, and they give rise to all manner of speculation on the nature of fiction. We will deal with a broad range of texts in a seminar that requires plenty of reading. Shakespeare's *Hamlet*, your own selection of a dozen short stories by Arthur Machen, Algernon Blackwood and Joseph Sheridan LeFanu and Martin Amis' *Time's Arrow* need to be read by you before the beginning of term. You will also have to submit a one-page essay suggesting further texts by the end of February. The course requirements are the usual; registration in person or by e-mail is open until the February 28th deadline. I will accept all applicants who comply with my conditions; part of the first meeting of the course will be dedicated to establishing whether prospective participants have read the texts named above.

Literary Naturalism in the US

Prof. G. Leypoldt Thursday 11:15 – 12:45 N.N. 2hrs.

In the 1880s and 1890s, the concept of “naturalism” (or such related terms as “realism,” “local color,” “regionalism,” or “veritism”) invoked a promise of both literary innovation and social improvement. Naturalists influenced by Émile Zola liked to see the novelist as an experimental scientist uncovering society's hidden truths in therapeutic lessons (exposing, for example, the political corruption, economic greed, cultural philistinism, and social degeneracy of the age). But how can texts reflect “hidden truths”? We might say that texts *appear* realistic if they accord with relevant audience expectations about what reality is and how it looks in written form. Yet in the 1880s and 1890s, audience expectations differed on many levels: literary readerships disagreed on what constitutes essential (rather than superficial) life experience (whether, say, the social pathologies of the lower-class ghetto recorded by naturalist writers could be considered more “real” than the aristocratic worlds explored by Henry Jamesian novels of manners). There was even less agreement about what sort of literary method or style best lent itself to recording these realities (whether journalistic “muck-raking,” for example, was a more “objective” and powerful medium of representation than, say, imaginative poetic prose). There was more at stake in these disagreements than abstract philosophical questions about adequate representation: In the 1880s and 1890s, people's views on who should be called a realist or a naturalist (and whether this should imply praise or contempt)

hinged on shifting assumptions about literary prestige and social authority. In choosing a naturalist style (as opposed to, say, the classic realism of William Dean Howells, the aestheticist pose of Oscar Wilde, or the sentimental or sensationalist style of much popular fiction), a writer took a position in the contemporary literary field, a hierarchical space of literary production in which influential networks of European and American authors and critics determined what counted as literary excellence.

In this seminar we will explore how the meaning and cultural function of American naturalism in the 1880s and 1890s emerges from the shifting literary tastes within the literary establishments in Europe, Boston, and New York. We will examine the cultural and literary program of fin-de-siècle naturalism by looking at the critical debates in the relevant contemporary magazines (*Atlantic Monthly*, *Harper's*, *Scribner's*, etc.). We will trace the relevant literary strategies in four influential literary texts: Thomas Hardy's *Tess of the D'Urbervilles* (1891), Stephen Crane's *Maggie: A Girl in the Streets* (1893), Frank Norris' *McTeague* (1899), and Theodore Dreiser's *Sister Carrie* (1900).

Texts: All texts are available in Project Gutenberg open-access online versions, but I would suggest the following editions:

Thomas Hardy's *Tess of the D'Urbervilles*, ed. Scott Elledge, NY: Norton, 1991 (ISBN: 0-393-95903 1),

Stephen Crane's *Maggie: A Girl in the Streets*, ed. Thomas Gullason, NY: Norton, 1979 (ISBN: 0-393-95024-7),

Frank Norris' *McTeague*, ed. Donald Pizer, NY: Norton, 1997 (ISBN: 0-393-97013-2), and

Theodore Dreiser's *Sister Carrie*, ed. Donald Pizer, NY: Norton, 2006 (ISBN: 0-393-92773-3).

Please read all four novels by the beginning of the term.

Registration: you can register by sending an email to <leypoldt@as.uni-heidelberg.de> by February 18. You will be expected to hand in a project proposal (about two pages) by March 30th.

Female Writers of the American South from the 19th Century until Today

Dr. A. Stiebritz Wednesday 14:15 – 15:45 116 2hrs.

Many of America's most influential and best-selling authors have been both Southern and female. As writers, they draw on a four-century long and diverse literary tradition which embraces multi-ethnic, urban and rural as well as deprived and privileged perspectives on (the South of) the United States. They were not only influenced by their American and European female predecessors or by male Southern writers such as William Faulkner, but have had great influence on literary production themselves. In this seminar, we will read authors of this impressive body of writing from the nineteenth century until today; among them writers who are not only known in the United States but who are also read around the world. Their fictional worlds may be regional, but their perspectives on life are characterized by topics such as coming of age, meeting others' expectations and the struggle with assigned social roles, race, poverty and urbanization. However, as writers of a distinct region, they are interested in a critical presentation of the American South, its traditions and changes and, among others, the myth of Southern womanhood.

We will read excerpts of the autobiographical narrative of Harriet Ann Jacobs, a born slave who dared the flight from slavery in North Carolina in 1842, short texts by Kate Chopin, Ellen Glasgow, Eudora Welty, Carson McCullers and Katherine Ann Porter and two novels, Alice Walker's *The Color Purple* and the 2009 best-selling novel *The Help* by Kathryn Stockett.

Texts: Kathryn Stockett. *The Help*. Penguin Books (ISBN 978-0-141-04770-6).

Alice Walker. *The Color Purple*. (Inexpensive editions by various presses are available).

A reader with excerpts, short stories and poetry will be provided; further background materials will be placed in the library.

Registration: You can register personally or by email: <andrea.stiebritz@googlemail.com>

Analysing Literary Space

Dr. K. Frank Blockveranstaltung im April 2011 Raum & Termine werden noch bekanntgegeben.

Space has for a long time been a neglected category in literary studies. It is often seen as a mere background, a place for the action to unfold. Readers tend to skip long descriptions of landscapes, buildings or rooms in their search for the important thing, the plot, the what-happens-next.

There is more to literary space, however, than just the atmospheric touch. It often represents underlying social structures, ideological oppositions and central themes of a literary work and can thus be a useful and important tool for its interpretation.

In this seminar, we will read influential theories of social and literary space and apply them to a range of literary texts. In our analysis of poetic, narrative and dramatic works we will discuss the different possibilities and limits of producing literary space in these genres as well as the variety of functions it can have.

Texts: A reader will be provided.

Literature and Empathy: British Fiction from Victorianism to Modernism

Prof. V. Nünning Wednesday 09:15 – 10:45 116 2hrs.

In this seminar, we will be concerned with the question in how far the reading of fictional texts can serve to develop key cognitive faculties. We will proceed from the thesis that reading literature activates synapses that are important for social cognition; and we will focus on the development of understanding and empathy for others (arguably among the key faculties that help us to survive and get on in human societies).

We will begin by getting a more thorough understanding of the terms 'empathy' and 'sympathy', and ask in what way literature might help to develop these faculties. Then we will closely analyse three important novels of the 19th and early 20th century and try to understand how these works conduce us to understand and evaluate the cognitive and emotional processes of literary characters.

Texts: Required Reading: George Eliot, *Middlemarch* (1871);

Thomas Hardy, *Tess of the D'Urbervilles* (1891);

Virginia Woolf, *To the Lighthouse* (1927).

A good introduction to the topic is Suzanne Keen, *Empathy and the Novel*. Oxford: OUP, 2007; for the more philosophical minded among you, it might pay to look at Karsten Stueber, *Rediscovering Empathy. Agency, Folk Psychology, and the Human Sciences*. Cambridge,

Mass: MIT Press, 2006.

Registration: For registration, please hand in a short essay (1500-2000 characters) about your motivation for choosing this module and what topics and research questions you are most interested in. The text shall be sent to Prof. Nünning's email address by 25th February.

American Fictions of Violence

Prof. D. Schloss Thursday 16:15 – 17:45 108 2hrs.

Although very few of us are likely to encounter physical violence in our everyday lives, we are confronted with it on a daily level in the world of literature and the media. In fact, depictions of violence have become an integral part of the 'Western' imagination. The cultural products of the United States make no exception to this. In fact, the fascination with images of violence may even be more extreme in the United States than it is in Europe. Indeed, it has pervaded American literature from the beginning: from the captivity narratives in the 17th through the frontier novels in the nineteenth to the Western movies in the twentieth century – with the rough world of the frontier, America has contributed a genuinely American sujet to the literature of violence.

In this course, we look at what motivates this fascination with depictions of violence in American literature. What cultural and aesthetic functions do they perform? Is the fascination with representations of violence to be understood as a response to the violence in American society? Is there perhaps a violent streak in the 'American character', as some critics have argued? Or should the images of violence in fiction be treated as something altogether different from acts of violence in real life? Furthermore, do fictional representations of violence establish a literary tradition or convention of their own – a convention that can be manipulated by the writers or artists independently of their (original) referential function? Provided this is the case, are these images of violence employed by writers independently of cultural and historical contexts? Why are these images of violence so attractive to modern democratic audiences?

Texts: In order to answer these and other questions, we will study a diverse body of works reflecting different historical, ethnic, gender and genre perspectives:

"A Narrative of Captivity... of Mrs. Mary Rowlandson" (1682);

James Fenimore Cooper, *The Last of the Mohicans* (1826);

Richard Wright, *Native Son* (1940);

Chuck Palahniuk, *Fight Club* (1996) and

Cormac McCarthy, *No Country for Old Men* (2006);

short stories by Ernest Hemingway and Joyce Carol Oates;

the films *The Searchers* (1956; dir. John Ford)

and *Watchmen* (2009; dir. Zack Snyder; novel by Alan Moore)

and a sample of sequels from the tv series *Dexter*.

Rowlandson's *Narrative* can be found in *The Norton Anthology of American Literature*,

Vol. A. Inexpensive paperback editions of the novels are available (*Last of the Mohicans* –

Penguin; *Native Son: The Restored Text...* – Harper Perennial Modern Classics; *No Country for Old Men* – Picador; *Fight Club* – Random House).

Introductory reading:

Richard Slotkin, *Regeneration Trough Violence: The Mythology of the American Frontier, 1600-1860*. (An Excerpt will be provided to students who register for the course.)

The novels should be read before the term starts.

Posthumanist Shakespeares

Priv.-Doz. Dr. S. Herbrechter Tuesday 11:15 – 12:45 113 2hrs.

In recent years a new paradigm in literary and cultural studies has emerged that is probably best captured by the term “posthumanism”. On the one hand, posthumanism is the latest phase within the critique of humanism that began with the advent of “theory” in the 1960s. On the other hand, it seeks to combine a variety of new approaches to literature and culture that are based on recent technological and ideological developments, e. g. animal studies, environmental criticism, bio-, cogno-, nano-, neuro-, info- etc. technologies and the impact of new and social or open media. For Shakespeare and early modern or renaissance studies this means at once a radicalisation and a breaking-up of the new historicist or cultural materialist hegemony of the last decades. It has also provoked a reappraisal of Shakespeare’s position vis-à-vis humanism. This module will engage with the new questions and readings produced as a result of what might be called the posthumanist “turn” in Shakespeare studies. Participants will be encouraged to elaborate on existing and produce new posthumanist readings of Shakespeare’s plays.

Texts: A detailed bibliography will be provided in due course. By way of preparation it would be good to read as many of the canonical Shakespearean plays as possible, in particular *The Merchant of Venice*, *Macbeth*, *Othello*, *A Midsummernight’s Dream*, *Coriolanus*, *The Tempest*, *Richard III*, *Romeo and Juliet*, *King Lear*, *Hamlet* (of course)...

Recommended editions are the Arden or the New Cambridge Shakespeare series.

Badmington, Neil, ed. (2000) *Posthumanism*, Houndmills: Palgrave.

Bloom, Harold (1998) *Shakespeare: The Invention of the Human*, New York: Riverhead Books.

Dollimore, Jonathan (2010) *Radical Tragedy*, 3rd ed., Houndmills: Palgrave.

Fudge, Erica, ed. (2004) *Renaissance Beasts*, Urbana: Univ. of Illinois Press.

Headlam Wells, Robin (2009) *Shakespeare’s Humanism*, Cambridge: CUP.

Mousley, Andy (2007) *Re-Humanising Shakespeare*, Edinburgh: EUP.

6 Oberseminare

Persönliche Anmeldung

Course requirements (unless noted otherwise): Regular attendance and active participation, course preparation and homework assignments, oral presentation and term paper.

Recent Developments in Literary Criticism

Prof. P. Schnierer Thursday 14:15 – 15:45 112 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 Thursday 16:15 – 17:45 122 2hrs.

This seminar is 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.

Oberseminar

Prof. V. Nünning Blockseminar N.N. 2st.

Dieses Seminar richtet sich an Doktorandinnen und Doktoranden der anglistischen und amerikanischen 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.

Oberseminar

Prof. B. Busse Tuesday 18:15 – 19:00 113 1hr.

In this seminar, PhD students and students preparing for their final theses will have the opportunity to present their projects and to discuss a variety of theoretical and methodological frameworks relevant to their research.

7 Examensvorbereitung

7.1 Examensvorbereitung Sprachwissenschaft

Kein Scheinerwerb
Persönliche Anmeldung

Examenskolloquium

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

Die Veranstaltung wendet sich an Studierende des Hauptstudiums und vor allem an Examenskandidaten (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 in der ersten Sitzung.

Anmeldung: über E-mail: <anmeldung.kleinke@googlemail.com>

Colloquium

Prof. B. Busse Tuesday 14:15 – 15:45 115 2hrs.

In this course, key topics in English linguistics will be revised in order to prepare students for their exams.

Kolloquium

Prof. B. Glauser Dienstag 14:15 – 15:45 333 2st.

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

Voraussetzung: StaatsexamenskandidatInnen Anglistik 2011.ii

Colloquium (Blockseminar)

Prof. S. Kleinke Blockseminar N.N. 2hrs.

This seminar is aimed at students at the end of their *Hauptstudium* or *Vertiefungsphase* who are planning to write a *Staatsexamens-*, *BA-* or *Magisterarbeit* in English Linguistics (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 organised will be provided in the first session.

Note: A detailed seminar plan will be passed around before the first session via E-Mail.

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

The Structure of Present-Day English

Dr. M. Isermann Tuesday 18:00 – 19:30 108 2hrs.

One objective of this course is to provide students with an opportunity to prepare for the exam *Rahmenthema* of the same title. Another 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.

Texts: There will be a Reader available at the beginning of term.

Additional material will be available via the university's e-learning platform, Moodle.

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.

Note: There will be a one-hour *Übung* accompanying the course on Fridays, 11-12, and another one to be arranged in class.

7.2 Examensvorbereitung Literaturwissenschaft

Kein Scheinerwerb
Persönliche Anmeldung

Kolloquium

Prof. P. Schnierer Donnerstag 11:15 – 12:45 108 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).

Colloquium

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. V. Nünning Mittwoch 11:15 – 12:45 116 2st.

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

Anmeldung: Bitte melden sie sich per E-Mail an.

Colloquium

Prof. G. Leypoldt Thursday 18:15 – 19:45 122 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.

7.3 Examensvorbereitung Sprachpraxis

Kein Scheinerwerb
Anmeldung per Online-Formular erforderlich.

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 you most difficulty. You will have the opportunity to have homework marked and graded on a regular basis. The course will conclude with a mock exam.

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

Registration: Registration is through SignUp only.

8 Sprachpraxis

8.1 Pronunciation Practice

Anmeldung per Online-Formular erforderlich.

This is a class in the language lab which aims at improving your English pronunciation. As it is largely based on the theoretical knowledge you acquire in the lecture “Introduction to English Phonology and Phonetics” (see page 12), it should be taken in the same semester as the lecture, but certainly not before the lecture. The *Schein* that you receive for passing this class is the so-called ‘Aus-sprachetest’. You have to sign up online for either British English (BrE) or American English (AmE) classes before the start of the semester in order to obtain a place. Please note that you will lose your place in this course if you do not attend the first session.

Note: Courses start in the 1st week of the semester.

Pronunciation Practice British English

N. Haas	Thursday 08:15 – 09:00	ZSL 320	1hr.
N. Haas	Thursday 09:15 – 10:00	ZSL 320	1hr.
N. Haas	Thursday 10:15 – 11:00	ZSL 320	1hr.
N. Haas	Thursday 11:15 – 12:00	ZSL 320	1hr.
N. Haas	Thursday 12:15 – 13:00	ZSL 320	1hr.

Pronunciation Practice American English

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

8.2 Grammar/Tense and Aspect

Anmeldung per Online-Formular erforderlich.

C. Burmedi	Tuesday 09:15 – 10:45	122	2hrs.
K. Pfister	Tuesday 11:15 – 12:45	116	2hrs.
K. Henn	Tuesday 14:15 – 15:45	112	2hrs.
K. Henn	Tuesday 16:15 – 17:45	112	2hrs.
D. O’Brien	Wednesday 11:15 – 12:45	122	2hrs.
K. Pfister	Thursday 09:15 – 10:45	114	2hrs.

The aims of this course are twofold: to help you use tense and aspect correctly, and to help you identify typical errors and explain your corrections. Almost all the classes will be based on homework set the week before (estimated homework time: 2 hours per week). Your grade will be based on a centralized exam at the end of the course.

8.3 Grammar/Tense and Aspect for Repeat Students

C. Burmedi Friday 09:15 – 10:45 122 2hrs.

C. Burmedi Friday 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.

8.4 Writing/Essential Skills for Writing

Anmeldung per Online-Formular erforderlich.
Course Requirements: Regular attendance, homework time, exam.

T. Pittman Monday 16:15 – 17:45 113 2hrs.

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

K. Henn Tuesday 11:15 – 12:45 112 2hrs.

T. Pittman Tuesday 14:15 – 15:45 113 2hrs.

T. Pittman Tuesday 16:15 – 17:45 113 2hrs.

D. O'Brien Wednesday 09:15 – 10:45 122 2hrs.

K. Henn Wednesday 14:15 – 15:45 108 2hrs.

D. O'Brien Wednesday 16:15 – 17:45 116 2hrs.

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!

8.5 Translation into English/Structure and Idiom

Anmeldung per Online-Formular erforderlich.
Course Requirements: Regular attendance, homework time, exam.

B. Gaston Monday 09:15 – 10:45 108 2hrs.

B. Gaston Monday 14:15 – 15:45 108 2hrs.

T. Pittman Monday 18:15 – 19:45 113 2hrs.

K. Pfister Tuesday 09:15 – 10:45 115 2hrs.

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

N. Jeck Wednesday 14:15 – 15:45 115 2hrs.

K. Pfister Thursday 11:15 – 12:45 112 2hrs.

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/infinite, word order. The German texts that are translated will usually have been adapted in order to concentrate on these problem areas.

8.6 English in Use

Anmeldung per Online-Formular erforderlich.

Course Requirements:

Regular attendance, course preparation/homework assignments, examination.

Vocabulary and Idiom

D. O'Brien Thursday 09:15 – 10:45 122 2hrs.

The aim of this course is to help you expand and enrich both your active and passive vocabulary in English. We will begin with some *dictionary* exercises 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 by means of exercises and newspaper articles (for example *politics, personal finance, books, the media and film, education, health*, and *sport* to mention just a few). 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, OALDE, Collins COBUILD etc), which you should bring to class each week.

8.7 Advanced Writing/Academic Essay Writing

Anmeldung per Online-Formular erforderlich.

Course requirements:

Regular attendance and active participation, regular homework assignments, final essay.

Academic Essay Writing

K. Zawatzky	Monday	09:15 – 10:45	115	2hrs.
K. Zawatzky	Monday	11:15 – 12:45	116	2hrs.
C. Sweeney	Monday	14:15 – 15:45	333	2hrs.
C. Sweeney	Monday	16:15 – 17:45	114	2hrs.
B. Gaston	Tuesday	09:15 – 10:45	113	2hrs.
B. Gaston	Tuesday	16:15 – 17:45	115	2hrs.
K. Schöberl	Tuesday	18:15 – 19:45	122	2hrs.
T. Pittman	Wednesday	14:15 – 15:45	113	2hrs.
T. Pittman	Wednesday	16:15 – 17:45	113	2hrs.

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.

8.8 Stylistics/Grammar and Style II

Anmeldung per Online-Formular erforderlich.
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Course requirements:

Regular attendance and active participation, regular homework assignments, final essay.

Text Types: Exposition and Argumentation

T. Pittman Monday 11:15 – 12:45 113 2hrs.

T. Pittman Monday 14:15 – 15:45 113 2hrs.

B. Gaston Wednesday 14:15 – 15:45 122 2hrs.

B. Gaston Wednesday 16:15 – 17:45 114 2hrs.

The 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 non-fiction (to distinguish this course from “Text Types: Description and Narration”).

Note: Students who have failed Grammar and Style 2 or Text Types (regardless of the course title or the instructor) in a previous semester should enroll via email for Grammar and Style 2 for Repeat Students, which appears under “Sonstiges” in SignUp.

Emails should be sent to: <c.burmedi@urz.uni-heidelberg.de>

Please note that repeat students who for scheduling reasons cannot take the repeat course must have the permission of their instructor before registering for any of the other courses.

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 the repeat class.

Such students should contact Carolyn Burmedi immediately.

Text Types: Description and Narration

C. Burmedi Thursday 09:15 – 10:45 116 2hrs.

C. Burmedi Thursday 11:15 – 12:45 116 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.

Note: Students who have failed Grammar and Style 2 or Text Types (regardless of the course title or the instructor) in a previous semester should enroll via email for Grammar and Style 2 for Repeat Students, which appears under “Sonstiges” in SignUp.

Emails should be sent to: <c.burmedi@urz.uni-heidelberg.de>

Please note that repeat students who for scheduling reasons cannot take the repeat course must have the permission of their instructor before registering for any of the other courses.

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 the repeat class.

Such students should contact Carolyn Burmedi immediately.

8.9 Grammar and Style II/Text Types for Repeat Students

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

Only students who have failed Test Types or 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*.

8.10 Exposition and Argumentation

Only for *Staatsexamen* and BA students who begin their studies in winter 2010/11 or later (or who switch to the new *Prüfungsordnung*).

All other students please look at “Stylistics/Grammar and Style II” on page 52.

Anmeldung per Online-Formular erforderlich.

Course requirements:

Regular attendance and active participation, regular homework assignments, final essay.

T. Pittman Monday 11:15 – 12:45 113 2hrs.

T. Pittman Monday 14:15 – 15:45 113 2hrs.

B. Gaston Wednesday 14:15 – 15:45 122 2hrs.

B. Gaston Wednesday 16:15 – 17:45 114 2hrs.

The 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 non-fiction (to distinguish this course from “Text Types: Description and Narration”).

Note: Students who have failed Grammar and Style 2 or Text Types (regardless of the course title or the instructor) in a previous semester should enroll via email for Grammar and Style 2 for Repeat Students, which appears under “Sonstiges” in SignUp.

Emails should be sent to: <c.burmedi@urz.uni-heidelberg.de>

Please note that repeat students who for scheduling reasons cannot take the repeat course must have the permission of their instructor before registering for any of the other courses.

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 the repeat class.

Such students should contact Carolyn Burmedi immediately.

8.11 Description and Narration

Only for <i>Staatsexamen</i> and BA students who begin their studies in winter 2010/11 or later (or who switch to the new <i>Prüfungsordnung</i>).

All other students please look at “Stylistics/Grammar and Style II” on page 52.

Anmeldung per Online-Formular erforderlich.
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Course requirements:

Regular attendance and active participation, regular homework assignments, final essay.

C. Burmedi Thursday 09:15 – 10:45 116 2hrs.

C. Burmedi Thursday 11:15 – 12:45 116 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.

Note: Students who have failed Grammar and Style 2 or Text Types (regardless of the course title or the instructor) in a previous semester should enroll via email for Grammar and Style 2 for Repeat Students, which appears under “Sonstiges” in SignUp.

Emails should be sent to: <c.burmedi@urz.uni-heidelberg.de>

Please note that repeat students who for scheduling reasons cannot take the repeat course must have the permission of their instructor before registering for any of the other courses.

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 the repeat class.

Such students should contact Carolyn Burmedi immediately.

8.12 Translation II (E-G)

Anmeldung per Online-Formular erforderlich.
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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.

In this course you will learn to translate English-language literary texts into German using tools which help you reproduce for your readers the effects which the original authors create for theirs. To achieve this aim, you will learn the limitations of word-by-word translation and the importance of contextuality. We will see that the sentence cannot be understood and translated in isolation from the paragraph nor the paragraph in isolation from the entire text. Consequently, we will acknowledge these textual relationships and base our choices as translators on a thorough literary and linguistic analysis of the originals.

Course requirements: a) steady attendance and active class participation (regular homework assignments to be handed in); b) a group project; and c) a final exam in form of an in-class translation

8.13 Advanced English in Use

Anmeldung per Online-Formular erforderlich.
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Course Requirements: Regular attendance, regular homework assignments, written exam.
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Non-Fiction Writing

K. Schöberl Tuesday 16:15 – 17:45 116 2hrs.

Students practice writing about non-fiction topics, from business or science writing to autobiography, and receive instructor and peer feedback on their work. Being able to identify problem areas in grammar and syntax as well as gaining confidence in generating and structuring writing are two main goals of the course. In addition to writing “weekly media responses” to current magazine or newspaper articles, the course requires creating a process portfolio of essay-length non-fiction texts in which not only overall quality, but improvement from draft to draft is documented and evaluated.

Texts: Murray, Donald. *Write to Learn*.

Scheinerwerb: This course allows students at any stage to work at their own pace and receive feedback relevant to their skill-level.

Vocabulary and Idiom

D. O'Brien Thursday 09:15 – 10:45 122 2hrs.

Description see page 51.

Advanced Translation into English

P. Bews Thursday 16:15 – 17:45 115 2hrs.

This course is intended for those students who, in the future, plan to take *Staatsexamen* and would like to practice translating primarily journalistic texts. The emphasis will be on improving vocabulary. The course is also suitable for incoming exchange students from English speaking countries as well as students studying for an MA.

Note: Students taking their written *Staatsexamen* at the end of the semester are NOT allowed to attend as the department offers them special preparatory courses. (Held by Derek O'Brien and Kay Henn)

Advanced Grammar

C. Burmedi Friday 09:15 – 10:45 122 2hrs.

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

Students in the Advanced Grammar course attend Grammar 1/Tense and Aspect for Repeat Students. They will be expected to approach the learning materials with more self reliance than in the lower-level Tense and Aspect course, reviewing the handouts and formulating questions for class discussion as homework. Class work will then consist of in-depth discussion of typical mistakes and exam type exercises.

Requirements: In addition to taking the centralized final exam for Tense and Aspect/Grammar 1, students receiving credit for the Advanced Grammar course will be graded on a grammatical analysis of a narrative passage and a journalistic text.

Students will also meet regularly in study groups outside of class in order to prepare homework assignments.

Note: Only students who do not already have credit for Tense and Aspect/Grammar 1 (primarily transfer, 50% BA and MA students) may register for this course!

Creative Writing

P. Bews Thursday 18:15 – 19:45 115 2hrs.

The course is intended for everyone who likes writing and wishes to improve either their writing skills or their English or both. It is suitable for both native and non-native speakers of English. Please keep the evening free as we retire to a local hostelry after the course and this is almost an integral part of the evening.

Requirements: A desire to read, write, discuss and enjoy.

9 Lektürekurs

Neu-Irisch, Irisch Gälisch II

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

Diese Übung ist für Studierende mit Vorkenntnissen aus dem Kurs Irisch-Gälisch I geeignet. Der Kurs konzentriert sich auf gesprochenes Irisch und Grammatik bis zum Niveau A2 des Gemeinsamen Europäischen Referenzrahmens (siehe <http://www.teg.ie/pdf/A1_syll.pdf>). Besondere Interessen der Studierenden werden nach Möglichkeit berücksichtigt.

Anmeldung: per E-mail an <niamh.leypoldt@ireland.com>

Texte: Arbeitsmaterialien werden im Unterricht verteilt.

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.

10 Fachdidaktik

Das Lehrwerk – lerntheoretische und methodisch-didaktische Grundlagen

Anmeldung per Online-Formular erforderlich.

M. Fahmi	Montag	14:15 – 15:45	114	2st.
S. Mußmann	Montag	16:15 – 17:45	112	2st.
S. Mußmann	Montag	18:00 – 19:30	112	2st.
I. Sikora-Weißling	Donnerstag	14:15 – 15:45	114	2st.
I. Sikora-Weißling	Donnerstag	16:15 – 17:45	114	2st.

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.

Hinweise: Eine Sitzung wird durch einen Unterrichtsversuch an einer Schule der Region ersetzt.

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

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 Wednesday 16:15 – 17:45 108 2hrs.

This is a course for all those who have applied to go abroad as assistant teachers in the 2011-12 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*.

11 Ethisch-Philosophisches Grundstudium

Nur Lehramtsstudiengang

Contemporary Syntctic Theor(ies)

Dr. M. Schiffmann Wednesday 18:15 – 19:45 122 2hrs.

Description see page 15.

African American English

Dr. M. Schiffmann Friday 12:45 – 14:15 112 2hrs.

Description see page 20.

Approaches to Second Language Acquisition

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

Description see page 16.

Stanley Cavell – at the margins of philosophy

Dr. C. Kömürcü Friday 10:15 – 11:45 110 2hrs.

Description see page 34.

Recent Irish Novels

Dr. C. Lusin Wednesday 16:15 – 17:45 112 2hrs.

Description see page 27.

Tony Kushner, *Angels in America* (1992) and *Tiny Kushner* (2011)

Dr. E. Hänßgen Friday 11:15 – 12:45 113 2hrs.

Description see page 28.

12 Übergreifende Kompetenzen

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

Neu-Irisch, Irisch Gälisch II

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

Beschreibung siehe Seite 57.

Hot Off the Press

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

Description see page 57.