

Universität Heidelberg - Anglistisches Seminar

Kommentierte Ankündigungen

Sommersemester 2012



I N H A L T

1	Einleitung	3
1.1	Termine und Fristen	3
1.2	Leistungsbezeichnungen und Modulzuordnungen in der Übergangsphase zu den neuen Prüfungsordnungen	4
1.3	Wichtige Hinweise zum Anmeldeverfahren	5
1.4	Orientierungseinheit für Studienanfänger	7
2	Vorlesungen	8
2.1	Vorlesung historische Sprachwissenschaft	8
2.2	Vorlesung moderne Sprachwissenschaft	9
2.3	Vorlesungen Literaturwissenschaft	9
2.4	Vorlesung Kulturwissenschaft	11
3	Grundlagenkolloquien	12
3.1	Sprachwissenschaft	12
3.2	Literaturwissenschaft	12
4	Einführungsveranstaltungen	13
4.1	Introduction to English Phonology and Phonetics	13
4.2	Introduction to English Linguistics	13
4.3	Introduction to the Study of English Literatures	14
5	Proseminare	15
5.1	Fundamentals of Research and Writing	15
5.2	Proseminar I Sprachwissenschaft	15
5.3	Proseminar II historische Sprachwissenschaft (Überblick)	19
5.4	Proseminar II historische Sprachwissenschaft (Periode)	20
5.5	Proseminar II moderne Sprachwissenschaft	21
5.6	Proseminar I Literaturwissenschaft	22
5.7	Proseminar II Literaturwissenschaft	30
5.8	Proseminar I Kulturwissenschaft (anwendungsorientiert)/ Landeskunde	34
5.9	Proseminar I Kulturwissenschaft (theoretisch)	36
5.10	Proseminar II Kulturwissenschaft/Landeskunde	36

6	Hauptseminare	38
6.1	Hauptseminare Sprachwissenschaft	38
6.2	Hauptseminar Literaturwissenschaft	42
7	Oberseminare	46
8	Examensvorbereitung	47
8.1	Examensvorbereitung Sprachwissenschaft	47
8.2	Examensvorbereitung Literaturwissenschaft	48
8.3	Examensvorbereitung Sprachpraxis	49
9	Sprachpraxis	50
9.1	Pronunciation Practice	50
9.2	Grammar/Tense and Aspect	50
9.3	Grammar/Tense and Aspect for Repeat Students	51
9.4	Writing/Essential Skills for Writing	51
9.5	Translation into English/Structure and Idiom	52
9.6	English in Use	52
9.7	Advanced Writing/Academic Essay Writing	53
9.8	Stylistics/Grammar and Style II	54
9.9	Grammar and Style II /Text Types Repeat Course	55
9.10	Exposition and Argumentation	55
9.11	Description and Narration	56
9.12	Translation II (E-G)	56
9.13	Advanced English in Use	57
10	Fachdidaktik	59
11	Ethisch-Philosophisches Grundstudium	60
12	Sonstiges	61
12.1	Lektürekurse	61
13	Übergreifende Kompetenzen	63

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 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 23. Dezember 2011.

1.1 Termine und Fristen

Vorlesungsdauer	17.4.2012 – 28.7.2012
Projektwoche	28.5.2012 – 1.6.2012
Feiertage	1.5., 17.5., 28.5., 7.6.
Orientierungseinheit für Studienanfänger	11.4.2012
Online Anmeldung für Proseminare	6.2.2012 – 26.2.2012
Tausch- und Rückgabemöglichkeit für Plätze in Proseminaren	28.2. – 9.3.2012 und 2.4. – 12.4.2012
Online Anmeldung für Kurse außer Proseminaren	26.3. – 12.4.2012

Anmelde- und Tauschfristen in der Übersicht

Februar.....März.....April.....

Anmeldung Proseminare:
6.2. – 26.2.

Tausch/Rückgabe PS
28.2. – 9.3.2012.

Online Anmeldung
außer Proseminare
26.3. – 12.4.2012

Tausch/Rückgabe PS
2.4. – 12.4.2012.

1.2 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.

1.3 Wichtige Hinweise zum Anmeldeverfahren

Grundsätzlich wird zwischen zwei Anmeldeverfahren unterschieden:

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

Persönliche Anmeldung

Ab Erscheinen der *Kommentierten Ankündigungen* können Sie sich in den Sprechstunden der Kursleiterinnen und Kursleiter persönlich anmelden. Dieser Anmeldemodus gilt 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“) 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 2012 gilt der Online-Anmeldemodus wieder auch für alle Proseminare: bitte beachten Sie die frühere Anmeldefrist vom 6. Februar bis 26. Februar und melden Sie sich zu den Proseminaren über SignUp (Kurswahl) an. Nur Gasthörer (ohne Scheinerwerb) sowie ausländische Studierende ohne Immatrikulation in Anglistik melden sich persönlich zu Proseminaren an. Ausnahme: einzelne Proseminare, die explizit mit „persönliche Anmeldung“ gekennzeichnet sind!

Die Online-Anmeldung zu Proseminaren wurde gegenüber dem Wintersemester 2011/2012 in folgendem Punkt modifiziert:

- 1. Man kann sich nur zu höchstens drei Proseminartypen gleichzeitig anmelden (z. B. PS I Sprachwissenschaft, PS I Literaturwissenschaft und PS I Kulturwissenschaft gleichzeitig)**

Die frühere persönliche Anmeldung zu Proseminaren litt darunter, dass viele Studierende sich quasi vorsichtshalber für mehrere Proseminare angemeldet haben. Nach der gewünschten Zusage wurden oft die verbleibenden Anmeldungen nicht zurückgenommen. 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 ab Sommersemester 2011 die Anmeldung zu Proseminaren auch über SignUp abzuwickeln. Inzwischen wurde eine Kommission mit der Aufgabe eingesetzt, das Verfahren ständig weiter zu verfeinern.

Regeln der Anmeldung:

Sie müssen sich für mindestens zwei oder drei – bei manchen Kurstypen 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 BrE* so aussehen, wenn Sie lieber einen Kurs am Mittwoch besuchen möchten, aber auch am Freitag Zeit hätten:

Pronunciation Practice, Haas, Tuesday 11.15 – 12.00 9 Punkte

Pronunciation Practice, Haas, Tuesday 11.15 – 12.00 4 Punkte

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

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

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

Zur Anmeldung für die Teilnahme an einem Kurs wählen Sie in Ihrem „SignUp“-Konto die ab Beginn der Anmeldefrist freigeschaltete Leiste „Kursauswahl“ am linken Rand unter den Leisten „Logout“, „Daten“, „Leistungen“ etc. Dort wählen Sie dann den jeweiligen Kurstyp, zum Beispiel „Grammar/Grammar and Style I“, „Pronunciation Practice/Begleitkurse Phonetik AE“ etc. Das weitere Vorgehen erklärt sich von selbst.

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

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

1.4 Orientierungseinheit für Studienanfänger

Am Mittwoch, dem 11. April 2012 findet in Raum 108 des Anglistischen Seminars von 10 bis 18 Uhr eine Orientierungseinheit für Studienanfänger statt. Dieses eintägige Tutorium, das aus Studiengebühren finanziert wird, ermöglicht Studienanfängern einen erfolgreichen und reibungslosen Einstieg in das Studium am Anglistischen Seminar. Erfahrene Studierende höherer Semester bieten in kleineren Gruppen wertvolle Hilfestellung bei der Stundenplangestaltung, geben Tipps zur Organisation des Studienalltags und helfen bei einer ersten Orientierung im Seminar. Darüber hinaus bietet das Tutorium die Möglichkeit, sowohl Studierende als auch Lehrende in einem ungezwungenen Rahmen kennenzulernen. Für einen guten Start in das Studium wird die Teilnahme allen Studienanfängern dringend empfohlen.

gez. Kathrin Pfister

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

Endredaktion: H. Jakubzik & D. Hock
Redaktionsschluss: 23. Dezember 2011

2 Vorlesungen

2.1 Vorlesung historische Sprachwissenschaft

Course Requirements (unless noted otherwise):
--

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

A History of English to 1500

Prof. J. Insley Thursday 14:15 – 15:45 108 2hrs.

This course of lectures will cover the history of English from its origins until the 15th century. The period can be conveniently divided by the Norman Conquest which was ultimately a major reason for the deviation of English from the other Germanic languages. Due attention will be given to the Germanic and Indo-European backgrounds of English.

Phonology, morphology and lexis will be dealt with in some detail, but there will also be some examination of the textual traditions governing the development of medieval English. The linguistic history will be set against the background of major historical events, such as the Anglo-Saxon invasion, the Conversion, the establishment of the Danelaw, the Norman Conquest and the re-emergence of a transformed English in the context of English history in the later Middle Ages. The course will close with the end of the Middle Ages 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.

Style and Language

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

Style may be defined as the way language is used in a given context. This lecture will try to outline the complex relationship between language and style. It will give an overview of how style always is (and has been) encoded in English in use and of how concepts and perceptions of linguistic style may be heavily contested. This lecture will also describe and critically discuss a number of historical and contemporary linguistic approaches and theories which explicitly or implicitly address the relationship between style and language. Obviously, issues of style and/in language are central to rhetoric and stylistics. They also play a role, however, in sociolinguistic, pragmatic, corpus-linguistic, cognitive linguistic or psycholinguistic frameworks where the concept as such is visible in key terms like variation, context, register, function, repetition, patterning, construction, or priming.

2.2 Vorlesung moderne Sprachwissenschaft

Course Requirements (unless noted otherwise):

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

British vs. American English

Prof. B. Glauser Wednesday and Thursday 13:15 – 14:00 Neue Uni 6 2hrs.

This lecture course will cover the differences between British and American English(es) and attitudes towards these varieties. Early divergence in phonology, morphology, syntax and vocabulary will have to be treated along with recent convergence (particularly in vocabulary) in the ‘Global Village’ (McLuhan).

Style and Language

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

Description see page 8.

2.3 Vorlesungen Literaturwissenschaft

Course Requirements (unless noted otherwise):

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

Jacobean and Caroline Tragedy

Prof. P. Schnierer Monday 18:15 – 19:45 NUni HS 14 2hrs.

This lecture continues where the one on “Elisabethanische Tragödiendichtung: Shakespeare und Marlowe” left off last summer. It will be held in English following numerous complaints from you. (No prior knowledge is required for this lecture, so you don’t need to have participated in the earlier one.) We will begin with *Hamlet*, move on to the other later Shakespearean tragedies and then focus on the great playwrights of the following generation: Middleton, Tourneur, Webster, Dekker.

Texts: A detailed reading list will be made available on my website by the end of February.

Literatur und Gesellschaft in England: Restauration und 18. Jahrhundert

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

Die Vorlesung versteht sich als eine allgemeine Einführung in das „lange“ 18. Jahrhundert. Zugleich will sie einen Überblick über die wichtigsten Strömungen, Gattungen, Werke und Autoren der englischen Literatur zwischen 1660 und 1789 geben. Ein Hauptaugenmerk wird auf der Wechselwirkung politischer, gesellschaftlicher sowie literatur- und kulturgeschichtlicher Entwicklungen liegen.

The American Novel: Beginnings to 1900

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

For a long time, the fiction writers of the American Renaissance, in particular Edgar Allan Poe, Nathaniel Hawthorne, and Herman Melville, were regarded as the ‘founders’ of a native American prose tradition. This tradition, associated with the term “American romance”, was contrasted to the realist tradition of the European novel: While European novelists of the nineteenth century seemed preoccupied with the social universe, the romance writers of the United States appeared to focus on the single individual and the inner drama of the soul. To many critics, the romance tradition exemplified core values of the United States such as democracy, individualism, and dissent; it was also considered to have prepared the path for literary Modernism. Recently, however, the centrality of these American romance writers in the development of uniquely American fiction has been challenged. Critics have drawn attention to other novelistic traditions such as the sentimental novels of the founding era and the domestic novels of the antebellum period. Written mostly by women for women (and commercially highly successful), sentimental and domestic novels were didactic in approach and retained a communal outlook. In this they stood in sharp contrast to the non-conformist, elitist aesthetics and individualistic vision of the American Renaissance fiction and prepared the way for the novels of the latter decades of the nineteenth century.

This lecture course will make students familiar with the variety of novelistic traditions in the United States from the founding era to the end of the nineteenth century. We will study different literary philosophies, interpret representative novels and assess their ‘cultural work’.

Texts: The following works will be discussed in detail:

Hannah Webster Foster, *The Coquette* (1797) (*Norton Anthology of American Literature*, ed. Nina Baym, vol. A);

Charles Brockden Brown, *Arthur Mervyn* (1799);

James Fenimore Cooper, *The Pioneers* (1823) (*Library of America*);

Nathaniel Hawthorne, *The Scarlet Letter* (1850) (*NA*, vol. B);

Harriet Beecher Stowe, *Uncle Tom’s Cabin* (1852) (*Norton Critical Edition*);

William Dean Howells, *The Rise of Silas Lapham* (1885) (*Signet*);

Mark Twain, *Huckleberry Finn* (1884) (*NA*, vol. C);

Kate Chopin, *The Awakening* (1898) (*NA*, vol. C).

Background Reading: relevant chapters in Emory Elliott, ed., *Columbia Literary History of the United States* and Winfried Fluck, *Das kulturelle Imaginäre: Eine Funktionsgeschichte des amerikanischen Romans, 1790-1900*.

US Literary Culture, 1860-1910

Prof. G. Leyboldt Thursday 11:15 – 12:45 NUni HS 9 2hrs.

This course of lectures will review US literature and culture between 1860 and 1920. Our main focus will lie on important aesthetic and cultural trends that include the emergence of literary professionalism, the rise of Realism and Naturalism, and the so-called culture of the “Gilded Age.” We will also pay close attention to the most important mid- and late-nineteenth-century cultural and socio-political transformations that concern the literature of this period.

Texts: Most of the relevant authors are contained in the *Norton* and *Heath* anthologies of American Literature. For an introductory reading, see Emory Elliot, *Columbia Literary History of the United States*, part 3. For more in-depth background reading, see Sacvan Bercovitch, *Cambridge History of American Literature*, vols. 3 and 4.

2.4 Vorlesung Kulturwissenschaft

Course Requirements (unless noted otherwise):
--

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

Style and Language

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

Description see page 8.

US Literary Culture, 1860-1910

Prof. G. Leypoldt Thursday 11:15 – 12:45 NUni HS 9 2hrs.

Description see page 10.

3 Grundlagenkolloquien

3.1 Sprachwissenschaft

MA-Modul	Studiengang/Semester
Grundlagenkolloquium Sprachwissenschaft	Hauptfach Schwerpunkt SW, 1. Semester
8.0 Leistungspunkte	

The Structure of Present-Day English

Dr. M. Isermann Tuesday 18:15 – 19:45 108 2hrs.

Description see page 48.

3.2 Literaturwissenschaft

MA-Modul	Studiengang/Semester
Grundlagenkolloquium Literaturwissenschaft	Hauptfach Schwerpunkt LW, 1. Semester
8.0 Leistungspunkte	

Contemporary British Drama

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

Description see page 44.

4 Einführungsveranstaltungen

4.1 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 50), 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.

4.2 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 (23.12.2011) 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 HS I 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.

4.3 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 (23.12.2011) 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. V. Nünning Monday 11:15 – 12:45 HEU 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 different schools of literary and cultural theory, and survey basic categories of literary historiography. There will be a compulsory tutorial where advanced students will go over the lecture's central issues and make you familiar with the relevant research tools. This class will be taught in English, and it will conclude with a written exam.

Texts: More information will be provided in the first session.

5 Proseminare

5.1 Fundamentals of Research and Writing

Anmeldung per Online-Formular erforderlich. (Frühere Anmeldefrist für Proseminare!)

Credit only for *Staatsexamen* and BA students who begin their studies in winter 2010/11 or later (or who switch to the new *Prüfungsordnung*) and have already passed the *Einführungsveranstaltung*.

Fundamentals of research and academic writing

Dr. F. Polzenhagen/C. Burmedi Tuesday 13:15 – 14:00 116/122 1hr.

Dr. F. Polzenhagen/C. Burmedi Thursday 13:15 – 14:00 116/122 1hr.

This 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, Cultural, or Literary Studies). It is co-taught by *Sprachpraxis*, Linguistics and Literary Studies (three four-week sessions) and provides an introduction to essential methods of research and writing. 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.

5.2 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 21) 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.

Contrastive Linguistics

Dr. M. Isermann Thursday 11:15 – 12:45 115 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.

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

Selected Topics in English Grammar

Dr. F. Polzenhagen Friday 09:15 – 10:45 116 2hrs.

In this course, we will address selected topics in English grammar. The overall aim of this course is to view and analyse syntactic structures as the manifestation of fundamental cognitive and functional principles. The focus of the first part is on various instances of grammaticalisation. Here, we will first look at grammatical categories of the English verb that express, broadly speaking, temporal relations, i.e. the so-called Tense-Aspect-System of English. The analysis of present-day English structures will be accompanied by a brief historical perspective on the relevant categories that traces their cognitive-functional basis, their emergence and their development over time. Then, we will deal with the expression of negation in English. Issues that will be addressed include ‘incorporated negation’, ‘contrastive negation’ and ‘negative polarity’, and here, too, a brief historical perspective will be taken. The course proceeds with a discussion of *do*-support, again with a historical component. In the second part of the course, we will look at syntactic features of English from the perspective of information structure. Here, we will discuss passive and passive-like constructions, cleft constructions and various word-order phenomena as means of functional sentence perspective. The theoretical concept underlying the third part of the course is the cognitive-linguistic notion of ‘event schemas’, and we will look at the syntactic realisation of these schemas.

English morphology and word-formation

A. Mantlik Tuesday 14:15 – 15:45 116 2hrs.

In this seminar, we will approach English morphology and word-formation from a structural, a cognitive and a sociopragmatic perspective. We will look closely at inflectional morphology (kinds of morphemes and their combinability), and the different word-formation processes (like conversion, suffixation, prefixation, compounding etc.). Where relevant, we will take a diachronic perspective and consider processes such as lexicalization and institutionalization, and the productivity of certain word-formation patterns in different periods. There will be abundant opportunity to apply and practice morphological analyses. Participants will be expected to read and prepare one chapter of the course book for every session, give a (group) presentation and write a term paper.

Text: Schmid, Hans-Jörg. 2011. *English Morphology and Word-formation*. Berlin: Erich Schmidt Verlag.

Semantics

Dr. F. Polzenhagen Tuesday 14:15 – 15:45 333 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’), formal semantics and at generative semantics. Broadening the perspective, we will also deal with pragmatic approaches to meaning, in particular with Searle’s speech-act theory and the Gricean cooperative principle.

Introduction to English Lexicology

J. Schultz Tuesday 14:15 – 15:45 108 2hrs.

Lexicology is the linguistic discipline that investigates the structure of the lexicon of a language. The term *lexicon* might be defined as the system formed by all the words which make up a language. English lexicology as a field of study received little attention in the past but has become the focus of linguistic concern in the last few decades. Studies have been published on lexicological areas such as word-formation and semantics, lexical semantics, vocabulary, the mental lexicon, and words and their meaning. In the first half of this seminar, students will be introduced to some of the basic approaches to lexicology and their underlying concepts. Online dictionaries and corpora have advanced to become an important medium of lexicological research. They constitute indispensable tools for the “modern” linguist. In the second half of this course, an overview will be given of the wide range of electronic dictionaries and corpora available today, such as the *Oxford English Dictionary Online*, the *Historical Thesaurus of the OED*, the *British National Corpus*, or English newspaper corpora compiled in the database *LexisNexis*. Students will explore how these sources can be fruitfully used for many types of investigation to gain insights into linguistic phenomena at the lexical, semantic or pragmatic-contextual level of language. All participants will have the opportunity to perform small research tasks and to present their findings in class.

Texts: Study material for this seminar will be uploaded on Moodle by the end of February.

Language acquisition

Dr. R. Möhlig-Falke Wednesday 14:15 – 15:45 114 2hrs.

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. Further, unlike other animal species we have not 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: Basic reading: Saxton, Matthew. 2010. *Child Language: Acquisition and Development*. London: Sage.

Course Requirements: For active participation, participants are to hand in an annotated bibliography on a topic related to the field of language acquisition (by 25th July 2012). For a *Leistungsnachweis* students have to submit a term paper (to be handed in by 15th September 2012).

Macrosociolinguistics

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

Society is the central point of interest of this proseminar. In consequence, the concentration will not be on how social forces influence language (microsociolinguistics), but rather on language as a social problem and a social resource. Societies of interest are countries that are characterised by bilingualism/multilingualism and the language attitudes that are typical of certain social groups. From those two angles we can then try to tackle specific fields like language choice, language shift, language maintenance, standardisation and the choice of language in education.

Texts: Fasold, Ralph 1984. *The Sociolinguistics of Society*. Oxford: Blackwell.

Pidgins and creoles

Dr. R. Möhlig-Falke Blockveranstaltung,

Fr. 15.06. – Sa. 16.06.2012, und Fr. 29.06. – Sa. 30.06.2012 108,

freitags jeweils von 10-18 Uhr und samstags von 10-17.30 Uhr (mit Pausen)

Pidgins and creoles are contact languages which have developed as a common medium of communication on the basis of two or more input languages, often as a consequence of intensive trade relations between different speech groups or through colonization. Due to British trade and colonial history, a large number of pidgins and creoles world-wide have English as their dominant input language, such as Tok Pisin in Papua New Guinea, Kriol in Australia, Gullah in the USA, or Krio in Sierra Leone. The course will cover a range of English-based pidgins and creoles and discuss their linguistic characteristics, socio-historical origins, and development. Theoretical questions concerning pidgin and creole genesis will be addressed as well as issues concerning first- and second-language acquisition, and the sociolinguistic situations in the respective speech communities.

Texts: Mark Sebba. 1997. *Contact Languages: Pidgins and Creoles*. Basingstoke: Palgrave Macmillan.

Course Requirements: For active participation students 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 15th September 2012).

5.3 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.

Introduction to the history of English

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

Dr. F. Polzenhagen Tuesday 09:15 – 10:45 333 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.

Historical Pragmatics

Dr. R. Möhlig-Falke Wednesday 16:15 – 17:45 114 2hrs.

The course will give an introduction to the field of historical pragmatics, which takes a general cognitive, social and cultural perspective on linguistic change arising from the usage of language in multiple social contexts. We will first deal with core pragmatic concepts, such as deixis, conversational implicature, and discourse structure. We will further look into recent findings on the role of pragmatics in diachronic language change, covering topics such as grammaticalization and subjectification, the historical development of discourse markers, speech acts, and politeness strategies. We will take a look at the field of historical pragmaphilology and finally deal with historical changes in various discourse domains, such as scientific, news, courtroom, or literary discourse.

Texts: Introductory reading: Kytö, Merja. 2011. Data in historical pragmatics. In: Andreas H. Jucker & Irma Taavitsainen, eds. *Historical Pragmatics*. (Handbooks of Pragmatics 8). Berlin: Mouton de Gruyter, 33-68.

Course Requirements: For active participation students are required to take part in a short group presentation. For a *Leistungsnachweis*, students must hand in a term paper of c. 12-15 pages by September 15th.

5.4 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 Mittwoch 16:15 – 17:45 116 2st.

Das Proseminar hat das Altenglische der Zeit 900-1066 zum Thema, 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 (Anglo-Saxon Chronicle, Aelfric) werden ausgewählte Probleme der Sprachgeschichte des Altenglischen (Phonologie, Morphologie, Lexik, Semantik) behandelt.

Texte: Kursbuch und möglichst anzuschaffen: Obst, Wolfgang und Florian Schlegel, 2004. *Lehrbuch des Altenglischen*. Heidelberg: Winter.

Als vertiefende Lektüre zu empfehlen: Hogg, Richard, 2002. *An Introduction to Old English*. Edinburgh: Edinburgh UP.

Einführung ins Mittelenglische

V. Mohr Mittwoch 09:15 – 10:45 114 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.

Text: Lehrmaterialien werden den Teilnehmenden nach Abschluss der Anmeldungen zur Verfügung gestellt.

Introduction to Early Modern English

Dr. S. Mollin Tuesday 16:15 – 17:45 113 2hrs.

In this seminar we will study English as it was spoken and written in the period between 1500 and 1700. A major focus will lie on the sociocultural changes that impacted language in this exciting period, and sociolinguistic processes such as standardisation. However, we will also study the linguistic structure of Early Modern English: phonology, morphology, syntax and lexicon. We will work with original texts, analysing, translating and transcribing these.

Texts: Nevalainen, Terttu. 2006. *An Introduction to Early Modern English*. Edinburgh: Edinburgh University Press.

5.5 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.
--

Contrastive Linguistics

Dr. M. Isermann Thursday 11:15 – 12:45 115 2hrs.

Description see page 15.

Varieties of Standard English around the World

O. Traxel Friday 11:15 – 12:45 333 2hrs.

It is common knowledge that English as a first language is spoken not only on the British Isles or the United States, but also in a large number of other places all over the world. However, there are a lot of linguistic features that distinguish the English spoken there from other varieties of standard English. This seminar looks at the differences between these varieties and examines them within various linguistic categories, such as pronunciation and vocabulary.

The individual sessions of this seminar are devoted to one variety each and will cover the English language in Wales, Scotland, Ireland, the USA, Canada, Australia, New Zealand, South Africa and the Caribbean. We will also discuss second language varieties in Asia and Africa. Sound- and film-clips will be used to illustrate some characteristics.

Texts: Textbook: G. Melchers and P. Shaw, *World Englishes*, 2nd ed. (London, 2011).

More information: <http://www.user.gwdg.de/~otraxel/index.html>

Discourse and Identity

Dr. K. Gonçalves Blockseminar:

Wednesday, June 27, 2012, 9-13, 14-16

Thursday, June 28, 2012, 9-13, 14-16

Friday, June 29, 2012, 9-11

Wednesday, July 4, 2012, 9-13

Thursday, July 5, 2012, 9-13

Friday, July 6, 2012, 9-11

Bucholtz and Hall define identity as the “positioning of self and other” (2005: 586). The concept of identity within the social sciences and especially within the field of linguistics has gained prominence within the last few decades. In fact, de Fina et al. claim that “the relationship between language, discourse, and identity has always been a major area of sociolinguistic investigation” (2006).

This is not surprising since one of the ways individuals index their identities is through language in social interaction. Any post-modern account of identity considers it to be an intersubjective collaboration of social, cultural, gendered and linguistic practices. And while the approach taken in this course is indeed an interdisciplinary one, a major focus will be scrutinizing linguistic forms individuals employ to socially construct who they “are”.

Students are expected to carry out one research project from a variety of genres including narrative, conversation and interviews within numerous interactional settings, i.e. tourist settings, the workplace, education, etc. among different communities, i.e. immigrants, binational couples/friends and tourists etc. These projects entail conducting fieldwork while simultaneously being ethically sound. The course is therefore divided up into two blocks. Each block includes teaching sessions, data collection time and a block session where students present their findings via oral presentations.

Texts: Texts for each session will be uploaded on Moodle by mid March.

Course Requirements: Students will be asked to give a presentation in class and to write a term paper that is based on a research project.

5.6 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.

The Sonnet

E. Redling Thursday 11:15 – 12:45 114 2hrs.

This course will look at the development and varieties of the sonnet from its beginnings in 14th-century Italy and the creation of English forms in the 16th century onwards. We will especially deal with Shakespeare’s sonnets and also with the sonnets written by Christina Rossetti in the 19th century. Although the form of the sonnet is rather rigid, it allows for many variations. Thus, the topics of the sonnets do not only include love, but also death. Religious themes appear as well as political ones. There are even meta-sonnets and sonnets that do not use rhyme.

Texts: A reader will be provided for you at the beginning of term.

American Romanticism: Poetry

Dr. Löffler Blockseminar:

Saturday, August 25, 2012 and Saturday, September 1, 2012 from 10 a.m. to 6 p.m.

Students interested in participating will have to attend a mandatory preliminary meeting on Monday, August 6, 2012 from 10 – 11 a.m. in room 122, in which they receive preparatory homework assignments, the syllabus and the respective reading list.

This course serves mainly two functions: it provides a general introduction to the analysis of American poetry and it helps students understand the historical and conceptual frameworks of the so-called Romantic Period. We will try to define what a literary text needs to consist of in order to qualify as a poem (as opposed to, say, a short story or drama) and we will focus specifically on those writing strategies used by Romantic poets (e. g. free verse vs. rigid neo-classical formalism) to pinpoint the significance of poetry in early 19th century American literary culture. The Romantic period in America is still frequently referred to as the first period of cultural independence in American history. Discussing texts by authors such as William Cullen Bryant, Ralph Waldo Emerson, Edgar Allen Poe, or Walt Whitman, we will try to locate these claims for cultural independence in terms of their aesthetic, political and social relevance and we will try to establish in how far the production and reception of Romantic poetry in particular has helped to sustain these claims for almost two decades now.

Texts: All course materials will be made available in a reader purchasable at CopyCorner

Magic Flowers and Star-Crossed Lovers: Shakespeare & Romantic Love

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

A Midsummer Night's Dream and *As You Like It* are counted among the 'early' or 'romantic comedies', *Romeo and Juliet* has been called Shakespeare's first important tragedy. All three plays focus on different aspects of the ideal of romantic love against a background of moral and social codes and constraints, and in all three plays there is no clear-cut line between the comic and the tragic.

We will start the semester off by looking at the historical and theatrical context of Shakespearean drama before doing a close reading of each play. This will include aspects like themes, plot structure, character conception, language and style. Finally, we will discuss genre criteria and Shakespeare's use of comedy and tragedy in each respective play.

Texts: Participants are asked to have read the three plays by the beginning of the summer term in the Oxford-World-Classics-edition. For those who would like to get to know more in advance about Shakespeare and his time, the *Shakespeare-Handbuch* by Ina Schabert can be recommended.

The Fin de Siècle

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

If you think of the fin de siècle in Great Britain, a whole range of colourful figures may come to your mind: languishing dandies on their unceasing quest for beauty, eccentric aesthetes enraptured with blue china, determined ‘new women’ challenging Victorian notions of femininity, or die-hard moralists deploring the decline of civilization. In fact, in British literature and culture the period of the 1880s and 1890s is a particularly varied and fascinating time. Especially the ‘naughty nineties’ saw a flourishing cultural output not only in the field of literature, but also in the fine arts, the decorative arts and interior design.

In this course we are going to explore the literature and culture of the fin de siècle and its predecessors in as many facets as possible. Our key text will be Oscar Wilde’s *The Picture of Dorian Gray* (1891), which can be considered emblematic of the fin de siècle in many ways. Other texts, which will include short stories by Robert Louis Stevenson and Henry James as well as the poetry of Dante Gabriel Rossetti and Algernon Charles Swinburne, will be made available in a reader by the start of term.

Text: Wilde, Oscar: *The Picture of Dorian Gray*. London: Penguin, 2003.

ISBN: 978-0141439570

Introduction to Modernist Poetry

A. Hartje Thursday 16:15 – 17:45 113 2hrs.

T. S. Eliot’s poem ‘The Waste Land’ from 1922 promises “I will show you fear in a handful of dust.” We will, however, not be afraid of having a closer look at some of the poems by W. B. Yeats and T. S. Eliot. Though not easily accessible at first glance, they form some of the finest pieces of modernist poetry. The course provides a consolidation of the basic principles of poetry analysis which are valid not only for the texts we deal with but, of course, for other kinds of poetry as well. Furthermore, it focuses on the characteristics of modernist verse and its roots in fin-de-siècle aesthetics. Yeats’s and Eliot’s lyric development will also play a major role.

Texts: A reader will be provided before the beginning of the course.

Introduction to Science Fiction

Dr. O. Plaschka Monday 11:15 – 12:45 122 2hrs.

“By ‘scientifiction’ I mean the Jules Verne, H. G. Wells and Edgar Allan Poe type of story – a charming romance intermingled with scientific fact and prophetic vision.”

86 years have passed since Hugo Gernsback, first editor of *Amazing Stories*, provided his readers with this early definition of what would evolve into “the most characteristic literary genre of the twentieth century” (as Tom Shippey called it by the 1990s).

This course is meant to give you an overview of the evolution of this genre: its rise from late Victorian tales of scientists and exploration, its Golden Age of technological optimism and its reinvention by the New Wave writers of the 1960s, followed by its subversion by late 20th century cyberpunks and subsequent crisis.

It will also help you practice basic strategies of analyzing and interpreting prose texts of varying complexity, addressing questions, among others, of characterization, narrative situation and style.

Texts: Arthur C. Clarke, *Childhood's End* (1953) Stanislaw Lem, *Solaris* (1961) Philip K. Dick, *Do Androids Dream of Electric Sheep?* (1968) A reader with short stories and critical texts will be provided.

Note: Please note that the course will end early in July, with a block seminar on Saturday, July 7 replacing the final sessions.

Contemporary Irish Poetry

M. Kratz Wednesday 11:15 – 12:45 112 2hrs.

As well as offering an introduction to the diverse landscape of contemporary Irish poetry, this course will consider various methods of analysing poems, aiming to refine your skills as readers. We will look at the poetry of Seamus Heaney, Paul Muldoon, Ciaran Carson, Derek Mahon, Michael Longley, Thomas Kinsella, Eavan Boland, Harry Clifton and others, and tackle questions such as whether there really is such a thing as “Irish” poetry anymore and, if so, how it can be defined. Close readings of particular poems will be combined with discussions of their literary, historical and political context.

Texts: Before term starts, please buy and read Seamus Heaney's *North*, Ciaran Carson's *Belfast Confetti* and Harry Clifton's *Night Train through the Brenner*. Please also read Ruth Padel's introduction to her *52 Ways of Looking at a Poem*, which will be provided for you in the *Handapparatus*.

School Plays

Dr. S. Kuhfuß Tuesday 14:15 – 15:45 113 2hrs.

Schools are places of learning full of teenagers and thus full of tensions, fears, aggressions, desires and ambitions. Furthermore, there are teachers who have to cope with those teenagers but also with their share of similar emotions. Needless to say that schools offer a lot of dramatic potential. – In this class, we want to look at recent British plays such as *Mogadishu* and *Punk Rock* and discuss their view on school within the context of modern British society and culture. We will compare them to older British or American school plays such as Lillian Hellman's *The Children's Hour* (1930). Participants are invited to suggest (and expected to read) further plays. A theoretical framework for the analysis of drama will be provided. Those who would like to read about the theory of drama beforehand could start with Manfred Pfister, *The Theory and Analysis of Drama* (CUP 1991).

Texts: please buy and read:

Vivienne Franzmann, *Mogadishu* (Nick Hern, 2011) ISBN 978-1848421332

Simon Stephens, *Punk Rock* (Methuen Drama, 2009) ISBN 9781408126363

Lillian Hellman, *The Children's Hour* (1930) any edition available

More plays will be read and discussed in class, depending on the participants' suggestions.

Introduction to the Analysis and Interpretation of Poetry

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

In this seminar we will encounter a broad spectrum of poems and poem-like texts as well as some theoretical approaches to structured speech. Our aim is to acquire the tools necessary to describe poetry in formal, rhetorical and semantic terms. No prior experience (other than the introductory lecture) is required, but a willingness to engage with texts that are often difficult and recalcitrant is essential.

Text: Please buy the *Penguin Book of English Verse*.

Introduction to Twentieth-Century American Short Fiction

H. Nagl Wednesday 09:15 – 10:45 HCA: Oculus 2hrs.

The short story is often considered as *the* American literary genre, and indeed, from its beginnings in the early nineteenth century until today, it has been one of the most vital and unique forms of American fiction, closely reflecting the cultural and historical developments that have shaped the American experience. After briefly looking at the 'invention' of the short story in the nineteenth century, in this Proseminar we will explore the development of the genre during the twentieth century. We will begin with texts by modernist writers such as Ernest Hemingway, arguably the most influential short story writer of the century, and will then move on to stories written in the second half of the century by J.D. Salinger, Flannery O'Connor, Joyce Carol Oates, Raymond Carver and others.

While our main focus will be on analyzing and interpreting the individual texts (using and refining the tools and methods you learned in the Introductory Lecture), we will also trace the formal development of the genre covering major periods in twentieth-century literary history from Modernism to Postmodernism and beyond. In addition, we will place the short stories in their cultural and historical contexts and discuss their central themes: Since Edgar Allan Poe's nineteenth-century tales of crime and mystery, the short story has frequently been used to explore the 'darker' side of life in America, often depicting social and psychological conflicts, suppressed emotional desires or violent struggles; as the selection of authors for this course suggests, we will study if and how this trend has been continued in the twentieth century.

Texts: A reader will be available in March; participants are expected to read the texts in advance.

Introduction to the American Novel: The Novel and the Romance

M. Diaconu Monday 14:15 – 15:45 112 2hrs.

Influenced by the historical romances of Sir Walter Scott, Romanticism as well as Gothic literature, the history of the American novel is inevitably linked with the romance tradition. What distinguishes the romance from the novel according to one of its most prominent practitioners, Nathaniel Hawthorne, is that it deviates from the rules of the latter and its promise of minutely representing social realities and instead takes a plunge into the marvelous, the unreal and the uncanny. The romance lets the imagination of the author run free, his only obligation being that of looking for “the truth of the human heart”. Unlike the European novel of manners that reflects society’s mores, the American romance is supposedly mirroring a classless society in which the individual’s inner life, rather than his social status, becomes more prominent. The concept of the romance has played a crucial role in the development of the individual study of the American literary tradition and the purpose of this class is to examine the characteristics of this so-called typically American genre; its history, development and critical reconsiderations. We will discuss various critical assessments of the romance and its role in the history of American literature and analyze a classical example of the genre, Nathaniel Hawthorne’s *The House of the Seven Gables*, a feminine take on the romance, Kate Chopin’s *The Awakening*, as well as a 20th century novel with romance elements (William Faulkner’s *Absalom, Absalom!*) in order to evaluate its continuity.

Texts: Nathaniel Hawthorne, *The House of the Seven Gables*

Kate Chopin’s *The Awakening*

William Faulkner, *Absalom, Absalom!*

(Additional secondary literature will be provided as a reader at the beginning of the semester.)

Introduction to Drama: Arthur Miller, *Incident at Vichy*, *After the Fall*

Dr. E. Hänßgen Friday 11:15 – 12:45 115 2hrs.

Arthur Miller (1915-2005) is one of the giants of American theatre. This course will focus on two of his plays from the 1960s, *After the Fall* and *Incident at Vichy*.

Miller was convinced that plays can improve society by tackling issues like guilt and responsibility. In *After the Fall* the focus is on family and marriages (loosely based on his own, one of them to Marilyn Monroe), in *Incident at Vichy* – set during the Nazi occupation of France – on society in general. Here, the question of values in the face of evil becomes even more urgent.

The course will also address basics of the analysis of drama like genre, communication, language, characterization, plot and setting. In *After the Fall* the dramatic technique is striking: Miller literally turns the mind of his protagonist into a stage on which his traumatic memories are played out.

Texts: Please read the two plays in this edition before the beginning of term:

Miller, Arthur. *Plays: Two. The Misfits, After the Fall, Incident at Vichy, The Price, The Creation of the World and Other Business, Playing for Time*. Introd. Miller. World Classics. London: Methuen Drama, 2009.

Recommended Reading:

Baumbach, Sibylle, and Ansgar Nünning. *An Introduction to the Study of Plays and Drama*. Stuttgart: Klett Lerntraining, 2009.

Telling Images: Introduction to Graphic Narratives

C. Schneider Wednesday 11:15 – 12:45 122 2hrs.

As they basically seem to put one image after the other, one might see comics as an incredibly straightforward – and even simplistic – way of telling a story. Thus, they are often dismissed as trivial picture stories for kids. However, in its surprisingly long history, the medium has developed increasingly complex means for producing fascinating and intricate narratives, regardless of genre or intended audience. This is also reflected in the growing critical and academic appreciation of comics, especially concerning so-called ‘graphic novels’. Still, they present a challenge to traditional models of narrative prose, as it is not always possible to apply these to the distinct forms of graphic storytelling.

This course will give an introduction to the analysis of graphic novels as a form of intermedial narratives. We will analyse in detail how comics tell stories, how they combine words and images, and how this way of narration differs from traditional narrative prose. We will also examine the medium’s historical development and the question of genre, focussing on two forms of graphic novels that each tell quite different kinds of story.

Texts:

Please purchase and read the following graphic novels before the beginning of the term:

Alan Moore and Dave Gibbons: *Watchmen* (1987)

Alison Bechdel: *Fun Home* (2006)

Further primary and secondary texts will be provided in class.

Introduction to the Analysis of Fiction: Narrators and Narrative Modes

U. Peters Wednesday 09:15 – 10:45 112 2hrs.

Narrative fiction is not the only type of literature that can tell a story, but it is the kind of text where mediacy, or narrative transmission, is most important. The plot of a novel does not enter our heads directly – it is recounted by a narrator whose perspective on the events we share. Since the 16th century, several techniques of narration have been established: While first-person narrators tie us to the perspective of a single person involved in the events, an authorial narrative situation may allow us to look through walls or even into the future. Figural narration, which spread at the end of the 19th century, stresses the subjectivity of experience by presenting impressions and thoughts of one or more characters without noticeable narratorial comment. Based on this broad classification of narrative situations, further distinctions are useful for pinning down what exactly creates the unique style of a narrative. In the course of the semester we will get to know different modes for representing consciousness by analyzing selected passages from Modernist classics such as *Mrs Dalloway* and *A Passage to India*. We will also meet unreliable narrators and discuss the effect of this currently very popular phenomenon. In the midst of passages from a variety of genres and epochs, *Sexing the Cherry*, which features elements of postmodernism and magical realism, will be our “homebase” for exploring the topic.

Texts: Please read before the beginning of term: Jeanette Winterson, *Sexing the Cherry* (1989). Chapter 5 (“An Introduction to the Analysis of Narrative Texts”) in: Nünning & Nünning (ed.). *An Introduction to the Study of English and American Literature*.

A reader with passages from other novels will be provided once the seminar has started.

Modernism – An Introduction to the Analysis of Fiction

S. Frink Wednesday 14:15 – 15:45 113 2hrs.

“Illumine the mind within rather than the world without.”

Woolf, ‘Phases of Fiction’

The modernist movement radically transformed the late 19th-century literary conventions, leading to a revolution in both the theory and practice of fiction writing. In the early 20th century, numerous socio-cultural developments threw existing beliefs and norms into doubt. The changed perception of reality resulted in a renewal of literary expression: Traditional ways of writing no longer provided adequate tools to face the challenges of modernity; rejecting established patterns, the new generation of novelists began to freely experiment with content and style, introducing innovative narrative techniques and ways of representing characters, space and time. In their attempt to come closer to life, novelists turned their writing into an instrument to record the changing relationship of the individual to the environment: “‘The proper stuff of fiction’ does not exist; everything is the proper stuff of fiction [...]” (Woolf, ‘Modern Fiction’).

This seminar offers an introduction to the modernist period and its writings. The aim is two-fold: Firstly, we will explore the historical and cultural background, considering major concerns of the time such as new philosophical and psychological ideas. Special emphasis will be given to the interplay between the modernist mentality and the development of the novel. Secondly, in order to refine your ‘narratological toolkit’, we will apply the basic strategies and categories of the analysis of fiction to several modernist novels. Comparing and contrasting core texts, we will explore the immense variety of topics and aesthetic as well as formal innovations found in novels of the first half of the 20th century. Several essays on literary theory will serve as a basis for the analysis.

Texts: Please read before the beginning of term:

James Joyce, *The Portrait of the Artist as a Young Man* (1916);

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

Jean Rhys, *Good Morning, Midnight* (1939).

Suggested introductory reading: Nünning, Ansgar. *Der Englische Roman des 20. Jahrhunderts*. Stuttgart: Klett, 2007. [pp. 1-90]

5.7 Proseminar II 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 or exam.

Aesthetic Education

Dr. Löffler Blockseminar:

Friday, August 24, 2012 and Friday, August 31, 2012 from 10 a.m. to 6 p.m.

Students interested in participating will have to attend a mandatory preliminary meeting on Monday, August 6, 2012 from 9 – 10 a.m. in room 122, in which they receive preparatory homework assignments, the syllabus and the respective reading list.

In its original Latin sense, the word education implies a process of ‘leading forth’ or ‘guiding to’ which is premised both on the existence of a particular point of departure and of a real or ideational goal prescribed or advertized by the assumed principle of guidance. Minimally defined, then, aesthetic education may be described as the functionalization of art, and literature in particular, in the service of a specific social-political, anthropological or philosophical agenda. In the wake of Friedrich Schiller’s aesthetic humanism of the early 1800s the concept of aesthetic education has often been reduced to a rather crude rhetoric of cultural healing and political utopianism, still useful maybe for creating witty Christmas cards, but offering no serious theoretical contributions to contemporary debates about the social relevance of art and literature. One of the goals of this seminar is to persuade students that this is a misconception; another is to offer theory-junkies an introduction to a particular history of aesthetics.

Taking on a transatlantic perspective, we will trace the theoretical history of aesthetic education over a period of around 250 years, covering works by a diverse number of authors and philosophers, such as Gottlieb Baumgarten, S.T. Coleridge, Immanuel Kant, R.W. Emerson, Karl Marx, Mathew Arnold, Ernst Bloch, John Dewey, or Richard Rorty. We will ask where the idea of aesthetic education comes from historically and we will try to understand the respective models of aesthetic education in terms of their underlying social, political or philosophical programs. We will not, however, concentrate primarily on the question whether aesthetic education works successfully or not, or whether the proclaimed goals in any of the texts we are looking at are good goals and really worth striving for. Our focus will be instead on mainly structural-analytical aspects and – from a more or less historical viewpoint – we will also speculate about why the aesthetic has apparently never lost its relevance for theories of social or political reform. Related to our discussions will be theories of historical change, the reciprocity of art and subject-hood, and the idea of moral perfectibility.

Texts: All course materials will be made available in a reader purchasable at CopyCorner.

19th-century British Poetry

E. Redling Blockseminar:

One preparatory meeting: Thursday, 14th of June 2012 (from 6.15 to 7.45 pm); 108

Saturday, 7th of July 2012 (from 10 am to 1 pm and from 2 pm to 3.30 pm); 108

Saturday, 14th of July 2012 (from 10 am to 1 pm and from 2 pm to 5 pm); 108

Saturday, 21st of July 2012 (from 10 am to 1 pm and from 2 pm to 5 pm); 108

This course will deal both with Romantic and Victorian poetry. Concerning the Romantic poets, we will especially focus on S.T. Coleridge, John Keats, P.B. Shelley and Lord Byron. The Victorian poets that we will look at include Alfred Lord Tennyson, Elizabeth Barrett Browning, Robert Browning and Christina Rossetti.

Victorian Britain: An Age in Retrospect

Dr. B. Hirsch Wednesday 18:15 – 19:45 122 2hrs.

Owing to its sheer length and the sometimes breathtaking pace of social change and technological innovation the Victorian era was a highly diverse period. Moreover, contrary to simplified notions about a corseted, strait-laced society, in many respects Victorian Britain may have been much closer to modern-day society than commonly granted. Aiming at a re-assessment of widespread stereotypes this seminar will explore the nature of a defining age in its social, political and cultural settings. Since one focus will be on Victorian literature, two contrasting sources will come under scrutiny, namely Charles Dickens's *Oliver Twist* and Oscar Wilde's *The Importance of Being Earnest*. All participants are expected to have acquired these texts in the edition suggested below and have read them until the beginning of term.

Texts: Dickens, Charles, *Oliver Twist*. Philip Horne (ed.). London, 2003.

Jackson, Lee, *Victorian London*. London, 2004.

Moran, Maureen, *Victorian Literature and Culture*. London, 2006.

Pritchard, R.E., *Dickens's England: Life in Victorian Times*. Stroud, 2001.

Sweet, Matthew, *Inventing the Victorians*. London, 2001.

Wilde, Oscar, "*The Importance of Being Earnest*" and *Other Plays*. Oxford et al., 2008.

The Victorian Age

Dr. H. Grundmann Tuesday 16:15 – 17:45 115 2hrs.

Queen Victoria came to the throne in 1837 and ruled England and the British Empire until her death in 1901. The age that is named after her is often associated with moral squeamishness and hypocrisy, a devotion to duty, belief in progress and the racial superiority of the English and Western Civilisation in general. Yet the Victorian consciousness was also characterized by pessimism, doubt and horror about an increasingly industrialized and alienating world. Dealing with cultural, aesthetic and ethical issues we shall read poetry by the poet laureate Alfred Lord Tennyson, by the Brownings, Hopkins and the pre-Raphaelites such as Rossetti. Prose by Charles Darwin and William Mor-

ris as well as two novels by Charles Dickens (*Great Expectations*) and Elizabeth Gaskell (*North and South*) will also be included in our discussion of Victorian ideas about economics, gender and religion.

Texts: Please purchase the following books:

Charles Dickens, *Great Expectations* (ed. David Trotter, Penguin 2011);

Elizabeth Gaskell, *North and South* (ed. by Patricia Ingham, Penguin 2011).

I recommend the following anthology: *The Penguin Book of Victorian Verse* (ed. Daniel Karlin, Penguin 1998). As it is quite expensive, I shall also collect the poems in a reader.

New Writing for the Stage (block seminar)

Dr. K. Hertel Monday 16:00 – 19:15 110

This writing class is directly linked to the next ‘Short Play Festival’ projected by the *Schauspielgruppe* for the summer term 2013. The idea is to contribute ‘home made’ one act plays to the festival, where they will be put on stage by the theatre group of the English Department. The course is designed to explore writing for the stage through practice and to encourage and guide students in writing their own one-act play from scratch.

Note: The course will be in the form of a *Blockseminar* starting on the 23rd of April with four-hour sessions (always Mondays 16:00-19:15) up to the 2nd of July. There will also be a weekend workshop by an external teacher from the UK, most likely on 19./20.05.2012.

Registration: Registration for this class is **not via SignUp!** Please register personally or by email: <Kirsten.Hertel@as.uni-heidelberg.de>

Course Requirements: In order to get a *Schein*, students will be asked to produce a short play (anything from 10-25 minutes) instead of a term paper.

Cynthia Ozick

Dr. E. Hänßgen Wednesday 11:15 – 12:45 114 2hrs.

Cynthia Ozick (born in New York in 1928) is a Jewish American author, literary critic and political activist. Throughout the last 40 years, she has published poetry, novels, short stories and essays to wide critical acclaim.

Her main focus is on the moral obligations of literature as collective memory and source of ethical development. Coming from a traditional Jewish background, Ozick remains critical of the “levity” of modern Western art for art’s sake that fails to address serious issues. Her “liturgical” literature is rooted in the spiritual, cultural and ethical tradition of universal humanism she sees exemplified in Judaism. In recent years, though, she has developed a lighter side, especially through her literary alter ego, the New York intellectual Ruth Pattermessenger.

In this course, we will work with *A Cynthia Ozick Reader* (1996), a selection of her short fiction, poetry and essays on politics and literary criticism. In addition, we will analyse two short stories, “The Shawl” and “Rosa”, companion pieces that bear witness to the suffering of a (fictitious)

Holocaust victim who survives Auschwitz and struggles to come to terms with her trauma in America. We will round off our course with an outlook on her latest works, among them *Foreign Bodies* (2010).

Texts: Please purchase these editions:

Ozick, Cynthia. *A Cynthia Ozick Reader*. Ed. by Elaine M. Kauvar. Bloomington, IN: Indiana University Press, 1996.

Ozick, Cynthia. *The Shawl*. Vintage International. New York: Vintage Books, 1990.

Please read the texts before the beginning of term and let me know your choice of poems and essays to be included in the course programme.

Wall Street

Dr. H. Jakubzik Wednesday 11:15 – 12:45 113 2hrs.

With its enormous power and unpredictability, Wall Street is a great locality for tragedy (and comedy). How have literature and film (and journalists) portrayed the stock-market, its protagonists, the dubiousness of its contribution to society, its moral architecture? What does it mean to “Occupy Wall Street”?

We will discuss several stories from the 19th century, among them Herman Melville’s “Bartleby, the Scrivener” (1853), Horatio Alger’s *Ragged Dick; or, Street Life in New York with the Boot Blacks* (1886), and William Dean Howell’s *The Rise of Silas Lapham* (1885). Our main focus, however, will be on the recent past and present, represented by Wolfe’s *The Bonfire of the Vanities* (1987), Oliver Stone’s movie *Wall Street* (1987), and DeLillo’s *Cosmopolis* (2003). Please read the novels mentioned above and take a look at #OWS on twitter.

Zimbabwean Fiction

M. Loimeier Friday 09:15 – 10:45 115 2hrs.

Despite of Robert Mugabe’s fight against intellectuals a lot of young voices emerge on the literary scene of Zimbabwe. This seminar wants to trace the development of modern Zimbabwean fiction from the first years of independence until the present. Whereas the first part of the seminar is dedicated to the big names of Zimbabwean literature in English (such as Alexander Kanengoni, Musaemura Zimunya or Stanley Nyamfukudza), the biggest part of the seminar presents authors being born only around the mid-70s. But not only novels will be discussed but short story collections as well – not to forget crime fiction.

Texts: S.M. Mutswairo: *Feso*; S. Nyamfukuzda: *The Non-Believers Journey*;

A. Kanengoni: *Vicious Circle*; C. Hove: *Bones and Ancestors*;

D. Marechera: *The Black Insider*; M. Zimunya: *Nightshift*;

W. Guchu: *Sketches of High Density Life*; V. Phiri: *Highway Queen*;

V. Tagwira: *The Uncertainty of Hope*; J. Eppel: *The English Teacher*;

B. Rheam: *This September Sun*; B. Mukodzani: *A Life Steered*;

R. Bingepinge-Dzenga: *The Return*;

M. Musodza: *The Man who turned into a Rastafarian and Uriah’s Vengeance*;

P. Henson: *Case Closed*; T. Dangarembga: *The Book of Not*;

P. Gappah: *An Elegy for Easterly*; L. Hoba: *The Trek and Other Stories*;

C. Mlalazi: *Many Rivers*; D. Mandishona: *White Gods Black Demons*

Sources: Zhuwarara, Rino: *Introduction to Zimbabwean Literature in English*, College Press, Harare 2001; Zimunya, Musaemura: *Those Years of Drought and Hunger: The Birth of African Fiction in English in Zimbabwe*, Mambo Press, Gweru 1982.

More informations about the authors among www.zimbabweanauthors.com or on the website of the African Books Collective (and order of the books): www.africanbookscollective.com (African Literature, sort by country, click Zimbabwe)

5.8 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.

Narrating the Nation: National Identity and Conflict in Post-Independence India

L. Freigang Wednesday 14:15 – 17:45 115 4hrs.

As the world's largest democracy, India is home to about 1.2 billion people. With its multiplicity of religions, languages and cultures, it is to many the epitome of diversity. In the last 65 years, since the end of British colonial rule, India's diversity has been challenged: emphases on linguistic, religious, regional and caste identities have not only caused political debate but at times also violent conflict.

This seminar will discuss notions of identity and belonging, nation and historiography by focusing on key experiences of the recent Indian past. As the preoccupation with history, politics and the nation is a characteristic feature of the South Asian novel in English, we will consider literary representations of significant historical events. Starting with Independence and the partition of the Indian subcontinent into the states of India and Pakistan in 1947, we will go on to cover more contemporary conflicts linked to the rise of Hindu nationalism and analyse in what ways the selected novels contribute to the negotiation of India's multiple identities.

Texts: Please purchase and read the following books before the beginning of the term:

Sidhwa, Bapsi: *Cracking India: A Novel*. Minneapolis: Milkweed Editions, 2006 [1991].

(This novel is also available under the title *Ice Candy Man*.)

Tharoor, Shashi: *Riot – A Love Story*. New York: Arcade Publishing, 2001.

If you can't get hold of a copy of *Riot*, you will have enough time to read the copied version in the reader, which will be made available together with additional material at the beginning of the semester.

Note: This is a four-hour seminar and will take place on the following dates:

April 18, May 2, 16, 30, June 13, 27, July 11 and a final two-hour session on July 25.

American Humor in the 20th Century

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

This course in the serious business of humor will include discussions of the following topics: American political humor, Ethnic humor, African-American humor, Jewish-American humor, misogynist and feminist humor and humor and Hollywood, and, of course, humor theory.

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 society. In the course of the story, we shall focus on a limited (and therefore biased) selection of events, ideas and persons in order to better understand their particular contribution to the greater historical overview. This course is only open to students who need the *Schein*.

Texts: Course materials will be distributed in the sessions.

Requirements: Regular attendance from day one: no show, no *Schein*. 20 minute oral presentation on an agreed topic and a four page handout – both in English, of course.

This course is only open to students who need the *Schein*.

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

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

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

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

Texts: Coogan, Tim Pat (2000). *Ireland in the Twentieth Century*. London: Hutchinson.

Coulter, Colin, Steve Coleman (2003). *The End of Irish History*. Critical Reflections on the Celtic Tiger. Manchester: MUP.

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

- Fitzgerald, Garret (2003). *Reflections on the Irish State*. Dublin: Irish Academic Press.
- Foster, R.F. (1989). *The Oxford Illustrated History of Ireland*. Oxford: OUP.
- Gray, Tony (1998). *The Lost Years*. The Emergency in Ireland. London: Warner Books.
- McWilliams, David (2005). *The Pope's Children*. Ireland's New Elite. Dublin: Gill & Macmillan.
- Percival, John (1995). *The Great Irish Famine*. Ireland's Potato Famine 1845–1851. London: BBC Books.
- Ryan, James (2008). *South of the Border*. Dublin: Lilliput Press.
- Tanner, Marcus (2001). *Ireland's Holy Wars*. The Struggle for a Nation's Soul, 1500-2000. London: Yale University Press.

5.9 Proseminar I Kulturwissenschaft (theoretisch)

Nach Kenntnisstand bei Redaktionsschluss gibt es erst wieder im Wintersemester 2012/2013 Angebote in dieser Rubrik.

5.10 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.

Speech acts and speech act theory – practical explorations

Prof. S. Kleinke Tuesday 14:15 – 15:45 115 2hrs.

Description see page 39.

Registration: Registration for this class is **not via SignUp!** Please register personally or by email.

Staging the History of English

Prof. B. Busse Wednesday 11:15 – 12:45 NUni, HS 07 2hrs.

Description see page 38.

Registration: Registration for this class is **not via SignUp!** Please contact Ms Anika Conrad by 15 March 2012 at <anika.conrad@as.uni-heidelberg.de> to sign up for the course.

The Language of Shakespeare

Prof. B. Busse Tuesday 14:15 – 15:45 NUni, HS 12a 2hrs.

Description see page 38.

Registration: Registration for this class is **not via SignUp!** Please contact Ms Anika Conrad by 15 March 2012 at <anika.conrad@as.uni-heidelberg.de> to sign up for the course.

Victorian Britain: An Age in Retrospect

Dr. B. Hirsch Wednesday 18:15 – 19:45 122 2hrs.

Description see page 31.

The Victorian Age

Dr. H. Grundmann Tuesday 16:15 – 17:45 115 2hrs.

Description see page 31.

Late Modern English

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

Description see page 40.

Registration: Registration for this class is **not via SignUp!** 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*.

Wall Street

Dr. H. Jakubzik Wednesday 11:15 – 12:45 113 2hrs.

Description see page 33.

The American Musical on the American Frontier

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

In this course we will look at how a uniquely American experience has been portrayed in a uniquely American art form.

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

6 Hauptseminare

6.1 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.

The Language of Shakespeare

Prof. B. Busse Tuesday 14:15 – 15:45 NUni, HS 12a 2hrs.

This seminar focuses on the language of the Early Modern English period and Shakespeare's use of it. One aim of this course is to provide students with the classic linguistic toolkit to analyse Shakespeare's plays. In addition, how to analyse pragmatic and sociolinguistic features of Shakespeare's language, such as the use of speech acts or politeness phenomena, will also be at the centre of our attention.

Note: Students are asked to refresh their knowledge of Early Modern English.

Texts: Reading material will be uploaded on Moodle by mid March.

Registration: Please contact Ms Anika Conrad by 15 March 2012 at <anika.conrad@as.uni-heidelberg.de> to sign up for the course.

Staging the History of English

Prof. B. Busse Wednesday 11:15 – 12:45 NUni, HS 07 2hrs.

An understanding of the historical development of English is key to appreciating how and why English has become a globally dominant language. Studying the History of English is also crucial to understanding the development of pragmatic and sociolinguistic concepts of language change and stability, and to raising students' awareness for methodological challenges of (historical-)linguistic data collection, analysis and interpretation.

This course focuses on selected topics of the development of English from Old English to Present-day English. Students are asked to carry out small research projects on topics of their choice. Each of these will result in short documentary films in which students' research findings will be presented.

This seminar is linked to Dr. Dan McIntyre's (University of Huddersfield) "History of English: From Page to Stage". Our aim is to collate the projects and films and present them as an exhibition at the University of Heidelberg. Following this, the films will be made available online – for example, in B. Busse's web-based Introduction to the History of English and as an online resource

in D. McIntyre's undergraduate course on English Past and Present – and will thus form the core of future courses on the History of English at both Heidelberg and Huddersfield and could be used internationally, too.

Note: Students are asked to refresh their knowledge of the History of English before the beginning of our courses. Additional reading material will be uploaded on Moodle by mid March.

Registration: Please contact Ms Anika Conrad by 15 March 2012 at <anika.conrad@as.uni-heidelberg.de> to sign up for the course.

History of English: From Page to Stage

Dr. D. McIntyre Blockseminar:

Wednesday to Saturday, 25-28 April 2012

Wednesday to Saturday, 16-19 May 2012

Further details will be announced in March 2012.

An understanding of the historical development of English is key to appreciating how and why English has become a globally dominant language. Studying the history of English is also crucial to understanding the development of pragmatic and sociolinguistic concepts of language change and stability, and to raising students' awareness for methodological challenges of (historical-)linguistic data collection, analysis and interpretation.

This course focuses on selected topics of the development of English from Old English to Present-day English. Students are asked to carry out small research projects on topics of their choice. Each of these will result in short documentary films in which students' research findings will be presented.

This seminar is linked to Prof. Dr. Beatrix Busse's "Staging the History of English". Our aim is to collate the projects and films and present them as an exhibition at the University of Heidelberg. Following this, the films will be made available online – for example, in B. Busse's web-based introduction to the history of English and as an online resource in D. McIntyre's undergraduate course on English Past and Present – and will thus form the core of future courses on the history of English at both Heidelberg, Huddersfield and could be used internationally, too.

Note: Students are asked to refresh their knowledge of the history of English before the beginning of our courses. Additional reading material will be uploaded on Moodle by mid March.

Speech acts and speech act theory – practical explorations

Prof. S. Kleinke Tuesday 14:15 – 15:45 115 2hrs.

This course is meant to introduce a broader range of concepts and methods of speech acts and speech act theory developed within the last decades. In the first part of the course we will be dealing with the main developments of speech act theory since Austin and will capture such issues as *performativity*, *speech act verbs*, *the component parts of speech acts*, *conditions of speech acts*, *speech act classification* and the issue of *(in)directness*. In the second part of the course we will focus on empirical studies of how speakers actually use a selection of different illocutionary acts in natural

conversation. Our discussion will focus on *directives*, *apologies*, and *complimenting*, looking at how they are used by different groups of speakers in different contexts. Our discussion will include studies on gender-, cross-cultural- and (im)politeness related issues. Finally we will also look at how children and second language learners learn to master speech acts in first- and second language acquisition.

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

Recommended for introductory reading: Huang, Y. (2007): *Pragmatics*. OUP. Ch. 4.

Geschichte des Altenglischen

Prof. J. Insley Donnerstag 09:15 – 10:45 115 2hrs.

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.

Texts: Nielsen, Hans Frede, 1998. *The Continental Backgrounds of English and its Insular Development until 1154*. Odense.

Hogg, Richard (Hrsg.), 2002. *The Cambridge History of the English Language*, 1: *The Beginnings to 1066*. Cambridge: 1-25, 67-167, 290-408.

Late Modern English

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

Late Modern English, or, roughly speaking, the English language in the 18th and in the 19th century, has recently become the focus of much scholarly attention. In this seminar, we are going to look at the state(s) and in particular the development of English in this period. In the first part of the seminar, we will concentrate on English in England; in the second part, other varieties that had emerged or were emerging in the relevant time span will also be considered. Throughout, we will explore all levels of language, from phonology and morphology to lexicology and discourse structure, with a particular focus on syntactic developments. Relevant textlinguistic and socio-cultural developments will also be taken into account. An important aim of the seminar is to gain an insight into both internal and external mechanisms of language change. On the methodological side, one major aim is to become acquainted with the corpus-linguistic approach to investigating language change.

Texts: Introductory reading: Beal, Joan C. (2004). *English in Modern Times*. 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*.

Course requirements: You will be expected to carry out your own small research project (deadline: 4 September 2012).

First, Second, and Third Language Acquisition Compared

Dr. S. Mollin Tuesday 11:15 – 12:45 113 2hrs.

Young children acquire their mother tongue without explicit instruction, and still become perfect at it. In contrast, we all know how hard we need to labour to learn a foreign language – and we never achieve complete native-like competence. There thus appear to be important differences between the processes of First and Second Language Acquisition. However, similarities can also be found, as in the parallel developmental sequences that both children and older learners frequently exhibit in the acquisition of syntactic structures. This class will therefore briefly sketch the fundamentals of First and Second Language Acquisition each, and then compare the two in detail, taking into account different linguistic levels (phonology, morphology, lexicon, syntax). We will necessarily consider major linguistic theories to explain these differences and similarities. However, we will go beyond Second Language Acquisition to include the very recent research into Third Language Acquisition as well, where we will find that it makes a difference whether students learn their first foreign language (SLA) or an additional foreign language (TLA) – not all processes are the same, and just like the structures of the mother tongue can and do influence output in the second language, so can the structures of both mother tongue and second language influence a learner's third language. The last part of the class will therefore outline this additional language acquisition and compare it to the first two types.

Texts: Meisel, Jürgen M. 2011. *First and Second Language Acquisition*. Cambridge: Cambridge University Press.

De Angelis, Gessica. 2007. *Third or Additional Language Acquisition*. Clevedon: Multilingual Matters.

Registration: To register, send an e-mail to <sandra.mollin@as.uni-heidelberg.de>.

Slips of the Tongue

Prof. B. Glauser Friday 09:15 – 10:45 113 2hrs.

Looking at slips of the tongue can be like looking through a window into the workings of the human language faculty. The aim of this seminar is thus to find out what psycholinguists have to say about how language 'works' by dealing with those speech errors extant in the literature, if possible also with our own.

Text: By way of preparation please read Aitchison, Jean. *Words in the Mind. An Introduction to the Mental Lexicon*. 2nd ed. (Oxford 1994).

Course requirements: *Zwischenprüfung*, PSII;

6.2 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.

Raumtheorie

Prof. J. Grethlein/Leyboldt Montag 16:00 – 18:15 122 3st.

Der Begriff des Raums hat sich zu einer Leitkategorie der neueren Literatur- und Kulturtheorie entwickelt. Im Erleben von Räumlichkeit zeigt sich die wechselseitige Bedingtheit kultureller (literarischer) Vorstellungen, gesellschaftlicher Praktiken und physischer (geographischer) Materialität. Auch real vorhandene Orte (Paris, die amerikanische Prärie, das Heidelberger Schloss, Ground Zero) überschreiten den empirisch messbaren Raum, indem sie qualitative Wahrnehmungen und Wirkungen des Räumlichen erzeugen – zum Beispiel ästhetische Intensitäten („auratische“ oder „gestimmte“ Räume; „Atmosphären“), Affekte oder Gefühle („Emotionsräume“), semantischen Sinn („Erinnerungs-“ oder „Bedeutungsräume“) und insbesondere soziale Wert- und Ordnungsmuster (Räume der Distinktion oder Sakralisierung, Stigmatisierung oder Profanierung, etc.). Gleichzeitig können auch die unwirklichsten Schauplätze der poetischen Phantasie oder Phantasterei (die christliche Hölle, Arkadien, Swifts Liliput, die „klassenlose Gesellschaft“) eine objektive Performativität entwickeln, die auf die Wahrnehmung der vermeintlich realeren Umgebung zurückwirkt. Die Ausgangsthese wäre, dass Kulturen sich in „imaginierten Räumen“ verorten, in denen sich mediale Vorstellung, soziale Aneignung und physische Realität auf komplexe Weise gegenseitig bedingen. Dieses interdisziplinäre Seminar – das sowohl für Studierende im Hauptstudium wie auch als Forschungskolloquium konzipiert ist – widmet sich dem Raumbegriff aus zweierlei Perspektiven: Zum einen wird es darum gehen, einschlägige Theorien des Raums in den Geistes- und Sozialwissenschaften zu diskutieren; zweitens soll Räumlichkeit als Problem der literarisch-künstlerischen Darstellung erörtert werden, mit Blick auf T.S. Eliots modernistischem Gedicht *The Waste Land* (1922) als konkretem literarischen Fallbeispiel.

Texte: Alle theoretischen Texte werden im Laufe der Semesterferien auf einer Moodle Plattform zugänglich gemacht. Zur Anschaffung empfiehlt sich T.S. Eliots *The Waste Land* (z. B. *The Annotated Waste Land*, ed. Lawrence Rainey, Yale UP, 2006 [ISBN: 0300119941] oder *The Waste Land*, Norton Critical Editions, NY, Norton, 2001 [ISBN: 0393974995]).

Lohnend (aber nicht zwingend) wäre die Anthologie *Raumtheorie*, ed. Jörg Dünne und Stephan Günzel, Suhrkamp, 2006 (ISBN: 978-3-518-29400-0).

Anmeldung: per email bis zum 29.2. 2012: <leyboldt@as.uni-heidelberg.de>.

Hamlet et al.: Elizabethan and Jacobean Revenge Tragedies

Dr. B. Hirsch Wednesday 14:15 – 15:45 122 2hrs.

Originating in ancient Greek and Roman theatre (most notably Seneca's plays *Thyestes*, *Medea*, and *Agamemnon*), revenge tragedies became one of the most popular varieties of English Renaissance drama, as can be seen from an extensive body of works written between the mid-1580s and the early 1640s. Notwithstanding their idiosyncrasies, Elizabethan, Jacobean and Caroline revenge tragedies typically feature a wronged hero, ghosts, madness, procrastination, sinister intrigue, a play-within-the-play and the depiction of violence onstage. Given the fact that nearly all major playwrights of the time contributed to this subgenre, we will confine our exemplary analysis of Renaissance revenge tragedies to four plays, namely Thomas Kyd's *Spanish Tragedy* (c. 1582-92), Shakespeare's *Hamlet* (1599-1602), *The Revenger's Tragedy* (c. 1606), which has been attributed to both Cyril Tourneur and Thomas Middleton, and finally George Chapman's *Revenge of Bussy D'Ambois* (1610-11).

Texts: Primary Sources:

- Eisaman Maus, Katharine, (ed.), *Four Revenge Tragedies*. Oxford et al., 2008
- Shakespeare, William, *Hamlet*. Ann Thompson/Neil Taylor (eds.). Arden Shakespeare. London, 2006.

Further Reading:

- Clare, Janet, *Revenge Tragedies of the Renaissance*. Tavistock, 2007.
- Kerrigan, John, *Revenge Tragedy: Aeschylus to Armageddon*. London, 1997.
- Mercer, Peter, *Hamlet and the Acting of Revenge*. London, 1987.
- Simkin, Stevie et al. (eds.), *Revenge Tragedy*. London, 2001.

Unreliable Narration

Prof. V. Nünning Wednesday 11:15 – 12:45 115 2hrs.

What happens when we cannot trust a narrator who tells us his tale? On the one hand, deciding what is true or not seems to be surprisingly easy as far as fictional texts are concerned: We certainly know that a murderer who thinks that he can hear the beating of his dead victim's heart or a maniac who is in love with a dummy are unreliable. But is it as easy as that? What are the cues which allow us to decide whether a narrator is reliable or not? Why do we believe a narrator who tells a tale involving ghosts and fairies even though we know that these do not exist? And what about the many cases in which it is quite difficult to determine whether we can trust a narrator or not? What is more, does it still make sense to talk about 'unreliable' narrators when we know that nobody can tell 'the truth' in an objective way? In the seminar, we will ask what unreliable narration means and what the criteria for determining unreliability are. Moreover, we will ask what functions unreliable narrators can fulfil. And I hope, of course, that the seminar will provide some help with regard to the unreliable narrators you encounter in your 'real life'!

Texts: Edgar Allen Poe, "Tell-Tale Heart" (1843);
Robert Browning, "My Last Duchess" (1842);
Kazuo Ishiguro, *Remains of the Day* (1989);

Zoë Heller, *Notes on a Scandal* (2003);
 Ian McEwan, *Enduring Love* (1997);
 Nick Hornby, *A Long Way Down* (2005).
 Maria Edgeworth, *Castle Rackrent* (1800);
 Emily Brontë, *Wuthering Heights* (1847);
 William M. Thackeray, *The Memoirs of Barry Lyndon, Esq.* (1844);
 Guy Bert, *The Dandelion Clock* (1999),
 Angela Carter, *Wise Children* (1991).

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 29th February.

The Country House in English Literature

Priv.-Doz. Dr. A. Kreis-Schinck Friday 09:00 – 12:15 114 4hrs. (fortnightly)

What has the English country house represented over the centuries? What did it stand for in the 17th century ("To Penshurst", 1616)? What in Jane Austen's time (*Mansfield Park*, 1814)? What did it come to symbolise at the beginning of the 20th century (E.M. Forster, *Howards End*, 1910) and finally at the beginning of the 21st century (Ian McEwan, *Atonement*, 2001)?

In this seminar we'll trace a variety of meaning and signification that have come to be associated with those houses and estates, the characters that owned them and the value systems they stood for. We'll do so from a number of perspectives – literary, aesthetic, gendered, socio-historical.

Texts: Students wishing to participate are required to have read Ben Jonson's poem as well as the three novels before the beginning of term.

Registration: <a.kreis@goldnet.ch>

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

Contemporary British Drama

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

Contemporary British Drama continues to flower. The excesses of *in-yer-face theatre* are over, but the mood of experimentation and discovery goes on. In this seminar we will look at a fairly large number of texts written and performed in the last 20 years. I expect you to nominate plays for this seminar (and justify your choice) by the end of February; I will send round a definitive reading list based on these nominations in early March. The one text I am prepared to name straight away as compulsory is Sarah Kane's *Blasted* (1994).

Text: Please acquire a copy of *The Methuen Drama Guide to Contemporary British Playwrights* edited by Martin Middeke, Aleks Sierz and myself.

Registration: Registration is open as soon as you read this. I will accept all applicants who have registered for this course by February 10th, have nominated plays by the end of February and appear in person at the first meeting.

Mark Twain

Prof. G. Scharnhorst Tuesday 14:15 – 15:45 112

This course concentrates on Mark Twain as a humorist and literary realist. It analyzes structural aspects of his writings, noting the recurrence of such characters as the mysterious stranger and such plot devices as court trials, mistaken identities, and rites of initiation. Placing his work in the context of his region and his moment, we shall discuss early examples of his local-color humor; his novels *The Adventures of Tom Sawyer*, *Adventures of Huckleberry Finn*, and *Pudd'nhead Wilson*; and some of his late sketches and novellas.

Trust and Suspicion: American Literature and the Emotional Foundations of Democracy

Prof. D. Schloss Thursday 14:15 – 15:45 122 2hrs.

Enlightenment philosophers have taught us not to take anything on trust and to subject everything to the test of critical rationality. Social thinkers and psychologists in our own days point out that trust is the very foundation of human activity and that the processes in all spheres of life – society, politics, economy, private life – vitally depend on it. How can modern democracies function considering the conflicting impulses of suspicion and trust?

The writers of the American Renaissance were deeply concerned with this question. In stories such as “Young Goodman Brown” or “My Kinsman, Major Molineux”, Hawthorne dramatises the crisis that occurs when human beings lose trust in their world showing that they are in danger of becoming dysfunctional. Melville’s novel *The Confidence Man* provides a view of American society caught in a limbo between trust and suspicion. And Emerson’s transcendentalism can be seen as providing a philosophy that tries to rebuild trust under the conditions of modern scepticism. We will read these and other American writers in conjunction with contemporary social theorists such as Niklas Luhmann, Francis Fukuyama and Martin Hartmann and hopefully gain interesting insights into the precarious emotional foundations of modern democracy. Students with a background in sociology or political science are particularly welcome.

Texts: Students should read the following works during the semester break:

Parts I and II of Benjamin Franklin’s *Autobiography*,

Melville’s *The Confidence-Man: His Masquerade* (Norton Critical Edition),

Hawthorne’s “Goodman” and “Kinsman” and Emerson’s essays “Self-reliance” and “Experience”. (All works except Melville can be found in *The Norton Anthology of American Literature*, volumes A and B.) The class schedule and a reader with theoretical texts will be supplied in March.

Background reading: *Vertrauen: Die Grundlage des sozialen Zusammenhaltes*, ed. by Martin Hartmann and Claus Offe (stw).

7 Oberseminare

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

Oberseminar

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

Dieses Seminar richtet sich an Doktorandinnen und Doktoranden der anglistischen und amerikanischen Literaturwissenschaft. Im Mittelpunkt steht 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.

8 Examensvorbereitung

8.1 Examensvorbereitung Sprachwissenschaft

Kein Scheinerwerb
Persönliche Anmeldung

Kolloquium für Staatsexamenskandidaten

Prof. B. Glauser Dienstag 09:15 – 10:45 113 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.

Course requirements: StaatsexamenskandidatInnen Anglistik 2012.ii

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: Relevante Literatur: Kortmann, Bernd (2005): *English Linguistics: Essentials*. Berlin. Cornelsen. (Zur Anschaffung empfohlen). Weitere Literaturhinweise in der ersten Sitzung.

Anmeldung: <anmeldung.kleinke@googlemail.com>

Colloquium

Prof. S. Kleinke Blockseminar N.N. 2st.

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

Research Colloquium

Prof. B. Busse Tuesday 13:00 – 14:00 108 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.

Registration: Please contact Ms Anika Conrad by 15 March 2012 at <anika.conrad@as.uni-heidelberg.de> to sign up for the course.

Colloquium

Prof. B. Busse Tuesday 16:15 – 17:45 NUni, HS 12a 2hrs.

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

Registration: Please contact Ms Anika Conrad by 15 March 2012 at <anika.conrad@as.uni-heidelberg.de> to sign up for the course.

The Structure of Present-Day English

Dr. M. Isermann Tuesday 18:15 – 19:45 108 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.

8.2 Examensvorbereitung Literaturwissenschaft

Kein Scheinerwerb
Persönliche Anmeldung

Examenskolloquium

Prof. V. Nünning Montag 14:15 – 15:45 115 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.

Examenskolloquium

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 Ihrer Prüfungsthemen.

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

8.3 Examensvorbereitung Sprachpraxis

Kein Scheinerwerb
Anmeldung per Online-Formular erforderlich.

Translation for Staatsexamen Candidates

K. Henn Monday 16:15 – 17:45 108 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.

9 Sprachpraxis

9.1 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”, 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 ‘Aussprachetest’. 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 (N.B.: courses start in the 1st week of the semester).

Pronunciation Practice British English

A. Benner	Tuesday 08:15 – 09:00	ZSL 320	1hr.
A. Benner	Tuesday 09:15 – 10:00	ZSL 320	1hr.
A. Benner	Tuesday 10:15 – 11:00	ZSL 320	1hr.
A. Benner	Tuesday 11:15 – 12:00	ZSL 320	1hr.
A. Benner	Tuesday 12:15 – 13:00	ZSL 320	1hr.

Pronunciation Practice American English

S. Isaak	Thursday 13:15 – 14:00	ZSL 320	1hr.
S. Isaak	Thursday 14:15 – 15:00	ZSL 320	1hr.
S. Isaak	Thursday 15:15 – 16:00	ZSL 320	1hr.

9.2 Grammar/Tense and Aspect

Anmeldung per Online-Formular erforderlich.

Course Requirements: Regular attendance, homework time, exam.

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

9.3 Grammar/Tense and Aspect for Repeat Students

C. Burmedi Friday 09:15 – 10:30 122 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.

9.4 Writing/Essential Skills for Writing

Anmeldung per Online-Formular erforderlich.
--

Course Requirements: Regular attendance, homework time, exam.
--

W. Ledbetter Monday 09:15 – 10:45 333 2hrs.

W. Ledbetter Monday 11:15 – 12:45 333 2hrs.

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

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

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

K. Henn Tuesday 14:15 – 15:45 122 2hrs.

W. Ledbetter Thursday 09:15 – 10:45 114 2hrs.

D. O'Brien Friday 11:15 – 12:45 116 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 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: New LA students should have passed Tense & Aspect to register for this course! 75% BA students are advised to take Tense & Aspect before registering for this course

9.5 Translation into English/Structure and Idiom

Anmeldung per Online-Formular erforderlich.
--

Course Requirements: Regular attendance, homework time, exam.
--

K. Pfister	Monday 11:15 – 12:45	113	2hrs.
B. Gaston	Monday 16:15 – 17:45	114	2hrs.
N. Jeck	Wednesday 11:15 – 12:45	116	2hrs.
B. Gaston	Wednesday 14:15 – 15:45	108	2hrs.
N. Jeck	Wednesday 14:15 – 15:45	116	2hrs.
B. Gaston	Wednesday 16:15 – 17:45	108	2hrs.
A. Mau	Friday 09:00 – 11:00	112	2hrs.
A. Mau	Friday 11:15 – 12:45	112	2hrs.

This course is intended to be taken after Tense & Aspect (Grammar/Grammar and Style I), and after or alongside Essential Skills for Writing (Writing/Writing I). The course deals with contrastive problems for native speakers of German, concentrating, typically, on problems of grammar rather than vocabulary. Typical problem areas are: conditionals, modality, reported speech, adverbs/adjectives, gerund/infinitive, word order. The German texts that are translated will usually have been adapted in order to concentrate on these problem areas.

9.6 English in Use

Anmeldung per Online-Formular erforderlich.
--

Vocabulary and Idiom

D. O'Brien Thursday 09:15 – 10:45 112 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.

Course Requirements: Regular attendance and active participation, the submission of three pieces of homework and a final written examination.

Translating for the Real World

K. Henn Thursday 11:15 – 12:45 113 2hrs.

This is a small class with a big ambition: to translate the whole of this department's website into English. Expect to spend hours researching comparable English sites, drafting first, second and third versions, reviewing your peers' drafts and generally getting pleasurably lost in text. Once you're done, I'll do some final editing; and with a bit of luck we will have given the department a well written English website by the end of the semester.

KISS – Essential Presentation Skills

K. Gunkel Friday 08:30 – 10:00 333 2hrs.

KISS (Keep It Short and Simple) aims at developing your confidence and clarity when delivering presentations in English for the university setting. You will learn phrases typically used to get started, to make transitions, to refer to slides, and to end your presentation effectively. You will learn also how to apply powerful presentation techniques for emphasizing your point, such as Aristotle's Rules of Three, for being more effective with less information on the slides, and for keeping your audience engaged.

Course requirements: Basic knowhow of PowerPoint/Keynote

Assessment: two 5-minute presentations; and one 15-minute end-of-term presentation.

9.7 Advanced Writing/Academic Essay Writing

Anmeldung per Online-Formular erforderlich.

Course requirements: New Lehramt: Tense and Aspect, Essential Skills for Writing.

Old Lehramt: Grammar 1, Translation 1, Writing 1.

New 75% BA: Essential Skills for Writing (Tense and Aspect recommended).

New 50% BA: Essential Skills for Writing.

Old 75% BA: Phonetics, Grammar, Writing, Translation.

Old 50% BA: Phonetics, Grammar, Writing.

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

K. Zawatzky Monday 09:15 – 10:45 115 2hrs.

K. Zawatzky Monday 11:15 – 12:45 115 2hrs.

W. Ledbetter Monday 14:15 – 15:45 113 2hrs.

C. Sweeney Monday 14:15 – 15:45 333 2hrs.

C. Sweeney Monday 16:15 – 17:45 333 2hrs.

B. Gaston Tuesday 09:15 – 10:45 114 2hrs.

B. Gaston Tuesday 14:15 – 15:45 114 2hrs.

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

D. Stewart Thursday 11:15 – 12:45 116 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.

9.8 Stylistics/Grammar and Style II

Anmeldung per Online-Formular erforderlich.
--

Course requirements:

New Lehramt: Tense and Aspect, Structure and Idiom, Essential Skills for Writing, Academic Essay Writing.

Old Lehramt: Grammar 1, Translation 1, Writing 1.

New 75% BA: Tense and Aspect, Structure and Idiom, Essential Skills for Writing, Academic Essay Writing.
--

New 50% BA: Essential Skills for Writing, Academic Essay Writing.

Old 75% BA: Phonetics, Grammar, Writing, Translation.

Old 50% BA: Phonetics, Grammar, Writing.
--

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

Text Types: Exposition and Argumentation

B. Gaston Monday 09:15 – 10:45 114 2hrs.

B. Gaston Monday 14:15 – 15:45 114 2hrs.

D. Stewart Tuesday 09:15 – 10:45 108 2hrs.

D. Stewart Tuesday 11:15 – 12:45 114 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 must 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>

Text Types: Descriptive and Narrative Texts

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

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

The intention of this course is to enable students to understand and produce descriptive and narrative texts. We will start with description, focusing 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. In order to illuminate these principles, texts such as hymns, fables, fairy tales, ballads 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 must 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>

9.9 Grammar and Style II /Text Types Repeat Course

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

Students who have failed Text Types or Grammar and Style 2 (regardless of the course title or the instructor) in a previous semester **must** register for this course!

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.

9.10 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 54.

Anmeldung per Online-Formular erforderlich.

Course requirements:

New Lehramt: Tense and Aspect, Structure and Idiom, Essential Skills for Writing, Academic Essay Writing.

New 75% BA: Tense and Aspect, Structure and Idiom, Essential Skills for Writing, Academic Essay Writing.

New 50% BA: Essential Skills for Writing, Academic Essay Writing.

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

B. Gaston Monday 09:15 – 10:45 114 2hrs.

B. Gaston Monday 14:15 – 15:45 114 2hrs.

D. Stewart Tuesday 09:15 – 10:45 108 2hrs.

D. Stewart Tuesday 11:15 – 12:45 114 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 must 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>

9.11 Description and Narration

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 54.

Anmeldung per Online-Formular erforderlich.

Course requirements:

New Lehramt: Tense and Aspect, Structure and Idiom, Essential Skills for Writing, Academic Essay Writing.

New 75% BA: Tense and Aspect, Structure and Idiom, Essential Skills for Writing, Academic Essay Writing.

New 50% BA: Essential Skills for Writing, Academic Essay Writing.

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

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

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

The intention of this course is to enable students to understand and produce descriptive and narrative texts. We will start with description, focusing 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. In order to illuminate these principles, texts such as hymns, fables, fairy tales, ballads 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 must 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>

9.12 Translation II (E-G)

Anmeldung per Online-Formular erforderlich.

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.

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

9.13 Advanced English in Use

Anmeldung per Online-Formular erforderlich.

Text Types: Exposition and Argumentation

Course requirements:

New Lehramt: Tense and Aspect, Structure and Idiom, Essential Skills for Writing, Academic Essay Writing.

Old Lehramt: Grammar 1, Translation 1, Writing 1.

New 75% BA: Tense and Aspect, Structure and Idiom, Essential Skills for Writing, Academic Essay Writing.

New 50% BA: Essential Skills for Writing, Academic Essay Writing.

Old 75% BA: Phonetics, Grammar, Writing, Translation.

Old 50% BA: Phonetics, Grammar, Writing.

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

B. Gaston Monday 09:15 – 10:45 114 2hrs.

B. Gaston Monday 14:15 – 15:45 114 2hrs.

D. Stewart Tuesday 09:15 – 10:45 108 2hrs.

D. Stewart Tuesday 11:15 – 12:45 114 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 must 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>

Advanced Presentation Skills

D. Stewart Thursday 14:15 – 15:45 110 2hrs.

We will spend the semester working on the nuts and bolts of presenting in English, from planning to presentation. You will also learn how to use PowerPoint effectively and have lots of opportunities for practicing.

Text Types: Descriptive and Narrative Texts

Course requirements:

New Lehramt: Tense and Aspect, Structure and Idiom, Essential Skills for Writing, Academic Essay Writing.

Old Lehramt: Grammar 1, Translation 1, Writing 1.

New 75% BA: Tense and Aspect, Structure and Idiom, Essential Skills for Writing, Academic Essay Writing.

New 50% BA: Essential Skills for Writing, Academic Essay Writing.

Old 75% BA: Phonetics, Grammar, Writing, Translation.

Old 50% BA: Phonetics, Grammar, Writing.

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

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

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

The intention of this course is to enable students to understand and produce descriptive and narrative texts. We will start with description, focusing 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. In order to illuminate these principles, texts such as hymns, fables, fairy tales, ballads 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 must 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>

Advanced English in Use, The Art of Public Speaking

W. Ledbetter Thursday 14:15 – 15:45 333 2hrs.

Description see online.

10 Fachdidaktik

Das Lehrwerk – lerntheoretische und methodisch-didaktische Grundlagen

Anmeldung per Online-Formular erforderlich.

Fachdidaktik GymPO vor Praxissemester

H. Weißling	Montag	16:15 – 17:45	112	2st.
H. Weißling	Montag	18:15 – 19:45	112	2st.
H. Weißling	Dienstag	11:15 – 12:45	110	2st.
H. Weißling	Dienstag	14:15 – 15:45	110	2st.
I. Sikora-Weißling	Donnerstag	14:15 – 15:45	115	2st.
I. Sikora-Weißling	Donnerstag	16:15 – 17:45	115	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 der Erwerb von Lexik und Grammatik.

Lehrwerke 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 Thursday 14:15 – 15:45 113 2hrs.

This is a course aimed primarily at students who have applied to go abroad as assistant teachers in the 2012-13 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.

Übergreifende Kompetenzen: This semester, the course is also open to BA students of English who have some teaching experience (e. g. giving private tuition) and would like to acquire ÜK points for practice in the teaching of speaking skills.

2 ÜK points will be awarded for attending regularly and leading a class activity.

Numbers permitting, ÜK students with suitable English skills and some teaching experience will be accepted from other departments. These students are requested to contact me via email to inquire about availability of places <kay.henn@as.uni-heidelberg.de>.

Note: There is **NO** *Fachdidaktik* credit for this course.

11 Ethisch-Philosophisches Grundstudium

Cynthia Ozick

Dr. E. Hänßgen Wednesday 11:15 – 12:45 114 2hrs.

Description see page 32.

Wall Street

Dr. H. Jakubzik Wednesday 11:15 – 12:45 113 2hrs.

Description see page 33.

12 Sonstiges

Advanced translation into English

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

This course is intended for students who will be taking their *Staatsexamen* final exams in two or three semesters and would like to practise their translation skills before doing the final preparation course, held by either Ms Henn or Mr O'Brien. Students who are enrolled in either of these two courses cannot be accepted in my course.

Texts: The texts will be predominantly taken from German newspapers.

Note: Priority will be given to *Staatsexamen* students. MA and BA students are welcome as long as places are available.

12.1 Lektürekurse

Language Reading Group

Dr. F. Polzenhagen Friday 11:00 – 12:30 113 2hrs.

How do children learn language?

Does the language we speak shape the way we think?

Where does language come from? How did it evolve?

Is language a window into the mind?

We will discuss these and other interdisciplinary questions in the English Department's open and informal Language Reading Group. Everybody with an interest in the relationship between language and cognition is welcome!

Gesprochenes Irisch und Grammatik (Neu-Irisch, Irisch-Gälisch)

N. Leypoldt Montag 11:15 – 12:45 112 2st.

Irische Sprachkenntnisse können den Kontakt mit Irland und seinem Kultur vertiefen, sie bieten zudem Einblicke in das in Irland gesprochene Englisch (Hiberno-Englisch). Diese Übung ist für Studierende ohne Vorkenntnisse bzw. mit geringen Vorkenntnissen geeignet. Der Kurs konzentriert sich auf gesprochenes Irisch und Grammatik bis zum Niveau A1 des Gemeinsamen Europäischen Referenzrahmen (Lehrplan siehe <http://www.teg.ie/pdf/A1_syll.pdf>). Besondere Interessen der Studierenden werden nach Möglichkeit berücksichtigt.

Arbeitsmaterialien werden im Unterricht verteilt.

Slán go fóill! („Tschüß für jetzt“)

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

Hot Off the Press

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

In this class, we assume the role of trend-spotters. We sample new works and publications coming out of America – in the fields of literature, film, music, media culture, politics, and thought – and try to evaluate the interests of the contemporary American public.

In the first session, we will put together the class schedule; student suggestions are always welcome. Each week we will be focusing on a new work or object – novel, film, radio show, etc. – to be introduced by one of the class participants. Reading samples will be supplied to the group in advance (via our homepage).

Further information: HOP schedules from past semesters are available online

<<http://www.as.uni-heidelberg.de/hop/>>;

another way to get an impression of our work is to read our book *Zweiundzwanzig amerikanische Romane aus dem neuen Jahrhundert: Literaturkritische Essays zur Einführung*

<<http://www.buchhandel.de/detailansicht.aspx?isbn=978-3-86821-124-5>>.

Registration: No registration necessary.

Students of all semesters are welcome.

13 Übergreifende Kompetenzen

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

Creative Writing

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

This course is intended for all those who enjoy writing. The writing will be done at home, regularly, and brought to class to be discussed. The conversation is continued at a local hostelry after class.

Course Requirements: A willingness to write and discuss

Language Reading Group

Dr. F. Polzenhagen Friday 11:00 – 12:30 113 2hrs.

Description see page 61.

Teaching Methods for Assistant Teachers

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

Description see page 60.

Gesprochenes Irisch und Grammatik (Neu-Irisch, Irisch-Gälisch)

N. Leypoldt Montag 11:15 – 12:45 112 2st.

Description see page 61.

Hot Off the Press

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

Description see page 62.