UNIVERSITÄT
HEIDELBERG
Zukunft. Seit 1386.



Anglistisches Seminar

Ruprecht-Karls-Universität Heidelberg

Kommentiertes Vorlesungsverzeichnis

Sommersemester 2013

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1. Einleitung

Die *Kommentierten Ankündigungen* enthalten Hinweise auf den Inhalt der einzelnen Vorlesungen, Seminare und Übungen des jeweiligen Semesters. Sie informieren außerdem über das Anmeldeverfahren und ggf. über die von Ihnen während der Semesterferien zu leistende Vorbereitung. Die erforderlichen Nachträge und Berichtigungen werden in den ersten April-Wochen online bekanntgegeben. Bitte überprüfen Sie die Angaben zu Zeit und Ort der Lehrveranstaltungen auf der Homepage: ***http://www.as.uni-hd.de***.

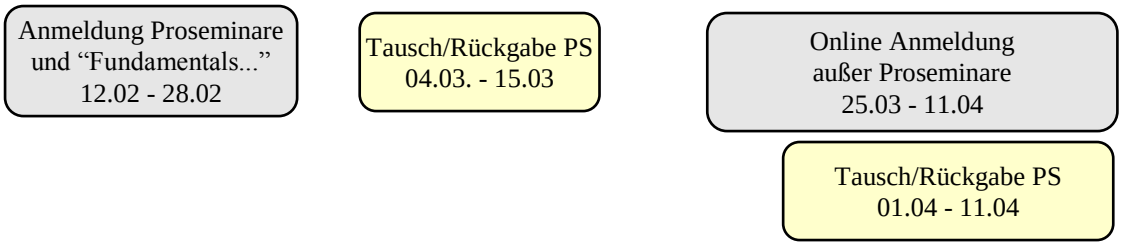
Der Redaktionsschluss dieser Version war der 18. Januar 2013.

1.1. Termine und Fristen

Semesterzeit	01.03.2013 - 31.08.2013
Vorlesungszeit	16.04.2013 - 27.07.2013
Projektwoche	27.05.2013 - 31.05.2013
Feiertage	01.05.2013, 09.05.2013, 20.05.2013, 30.05.2013
Orientierungseinheit für Studienanfänger	10.04.2013
Online Anmeldung für Proseminare und „Fundamentals of Research and Writing“	12.02.2012 - 28.02.2013
Tausch- und Rückgabemöglichkeit für Plätze in Proseminaren	04.03.2013 - 15.03.2013 und 01.04.2013 - 11.04.2013
Online Anmeldung für Kurse außer Proseminaren und außer „Fundamentals of Research and Writing“	25.03.2013 - 11.04.2013

Anmelde- und Tauschfristen in der Übersucht

….....Februar.....März.....April.....



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 --
Description and Narration	-- kein Schein --
Exposition and Argumentation	-- kein Schein --
Grammar/Tense and Aspect	Grammar/Grammar and Style I
Writing/Essential Skills for Writing	Writing/Writing I
Translation into English/Structure and Idiom	Translation into English/Translation I
Advanced Writing/Academic Essay Writing	Advanced Writing/Writing II

Die neuen Kurse “Description and Narration” und “Exposition and Argumentation” waren 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/inne/n am Institut ausgehängt; außerdem können Sie in SignUp online einsehen, in welchen Kursen Sie einen Platz erhalten haben.

Im Sommersemester 2013 gilt der Online-Anmeldemodus wieder auch für alle Proseminare und für den Begleitkurs zum Proseminar, „Fundamentals of Research and Writing“: bitte beachten Sie die frühere Anmeldefrist vom 12. Februar bis 28. 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.

Nur wenn Sie sich rechtzeitig angemeldet haben, besteht später auch die Möglichkeit, Proseminare zu tauschen!

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 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, wobei 1 die niedrigste und 9 die höchste

Priorität ist. Gewichten Sie also den Kurs, der am ehesten Ihren Wünschen entspricht, mit 9 Punkten und die weiteren Kurse mit entsprechenden niedrigeren Prioritäten, den zweiten Kurs also mit 8, den dritten mit 7 etc.

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

Pronunciation Practice, Haas, Wednesday 11.15 - 12.00 9 Punkte

Pronunciation Practice, Haas, Friday 11.15 - 12.00 4 Punkte

Der Zeitpunkt der Anmeldung während der Anmeldefrist hat keinen Einfluss auf die Berücksichtigung Ihrer Wünsche. Wer sich sehr früh anmeldet wird nicht anders behandelt als jemand, der sich eher spät anmeldet. Während des Anmeldezeitraums können Sie ihre Auswahl jederzeit einsehen und auch verändern. Nach Ender 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 und 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 folgenden Link: ***SignUp Login***

Alle Studierenden, die noch über kein Passwort zu ihrem URZ-Konto verfügen, erhalten dieses auf der folgenden Webseite: ***URZ Benutzerverwaltung***

Zur Anmeldung für die Teilnahme an einem Kurs wählen Sie in Ihrem SignUp-Konto die Leiste „Kursauswahl“ am linken Rand (freigeschaltet ab Beginn der Anmeldefrist). Dort wählen Sie dann den jeweiligen Kurstyp, zum Beispiel „Grammar/Tense and Aspect“, „Pronunciation Practice/…“ etc. Das weitere Vorgehen erklärt sich von selbst.

Auf der Homepage des Anglistischen Seminars gibt es darüber hinaus in der Rubrik SignUp einen Bildschirmfilm, der das Anmelden vorführt: ***SignUp-Demo***

Für Fragen und Probleme betreffend SignUp gibt es eine Hilfe-Funktion (***Hilfe***). 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 zur Besprechung und Lösung individueller Probleme (s. Aushang).

1.4. Orientierungseinheit für Studienanfänger

Am Mittwoch, dem 10. April 2013. Findet in Raum 108 des Anglistischen Seminars von 10 bis 18 Uhr eine Orientierungseinheit für Studienanfänger statt. Dieses eintägige Tutorium ermöglicht Studienanfängern einen erfolgreichen und reibungslosen Einstieg in das Studium am Anglistischen Seminar. Erfahrende 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 im ***LSF*** sind immer die Angaben auf der Homepage der Anglistik aktuell.

Endredaktion: H. Jakubzik & S. Aramin

Redaktionsschluss: 18. Januar 2013

2. Vorlesungen

Course Requirements (unless noted otherwise):

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

2.1. Vorlesung historische Sprachwissenschaft

A History of English to 1450

Prof. J. Insley Thu, 16:15 - 17:45 AS Room 108

This course of lectures will cover the history of English from its North-West Germanic origins to the middle of the 15th century. The period can be conveniently divided by the Norman Conquest which accelerated the deviation of English from the other Germanic languages, though certain processes, such as the phonological development of English in this period, will be dealt with en bloc.

Phonology, morphology and lexis will be dealt with in some detail, but there will be close 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 Conquest of the former Roman province of Britannia, the Conversion of the English, the establishment of the Danelaw in the wake of the Scandinavian invasions, the Norman Conquest and the symbiotic relationship with France in the medieval period. The course will close with the emergence of a new standard, the ancestor of our present-day English, based on the usage of the royal chancery in the 15th century.

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

English loans and consequences

Prof. B. Glauser We & Thu, 13:15 - 14:00 NUni HS 6

In the autumn of 1995 a successful, but ill-advised candidate at the oral examination of ‘Erstes Staatsexamen’ told the candidates for the following spring that the historical topic best to choose was loan vocabulary: fascinating, easy and producing excellent marks. As a result of this, twelve candidates wanted to be examined about it.

I could not ask the same thing again and again and was thus forced to parcel up the topic.

Jespersen’s famous quotation, Lord Quirk’s statement to the same effect and Barbara Strang’s much outward-looking interpretation covered the first three candidates. The Latin element, the French one, the Vikings, the modern era where every word is a potential word of English and the most recent development, i.e. no more [čopin] for the famous Polish composer, resulted in another five exams.

After exam eight my then Hilfskraft, by accident, provided me with TIME magazine’s cover story about Testosteron, and there was this wonderful summary: “Testosteron. What could be wrong with something that sounds like an Italian dessert, named after a Greek God?” That was the solution in a nutshell to one of my four remaining problems. Testosteron, Zabaglione,

Poseidon, compared with German Testosteron, Interferon, Natron. 'Süßspeise? Griechischer Gott?' No, thank you. Chemistry at best.

I showed the student the quotation, made her read the text, asked her to translate it into German, and asked her which the more convincing version was. She eventually got the upshot of it. English has a dissociated vocabulary, German a relatively consociated one, and I was quite pleased, with myself and with her, only to learn afterwards that she had come out of the exam in tears.

Texts: Any history of English.

2.2. Vorlesung moderne Sprachwissenschaft

Recent Trends in Stylistics

Prof. M. Short Tue, 14:15 - 15:45 NUni HS 10

This course will focus on the ways stylistics has developed during the last ten years. The areas that will be covered in this lecture are new historical stylistics, recent trends in cognitive poetics, corpus stylistics, and film as well as multimodal stylistics. In addition, sociolinguistic aspects of style will be addressed. The aim is to illustrate to students the methodologies and main concepts of these emerging fields in stylistics and outline in detail representative studies and analyses of these new branches. At the same time, various points of intersection between other subfields of linguistics will be outlined and hands-on analyses will be undertaken in this lecture.

Objectives:

- Students will study the emerging fields of stylistics.
- Students will develop an understanding of the concepts and methods relevant to these new branches and apply them to a variety of genres.
- Students will study how to apply recent approaches of stylistics to older stages of the English language.
- Students will learn that there are cultural as well as social resonances of style in time, place and people.

There will be an exam at the end of term.

Texts:

A Celebration of Style. Special Issue of *Language and Literature* 21.1 (2012).

Jeffries, Lesley and McIntyre, Dan (2010). *Stylistics*. Cambridge: Cambridge University Press.

McIntyre, Dan and Busse, Beatrix (eds.) (2010). *Language and Style*. Basingstoke: Palgrave Macmillan.

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

Wales, Katie (2011). *Dictionary of Stylistics*. 3rd edition. London: Longman.

English loans and consequences

Prof. B. Glauser We & Thu, 13:15 - 14:00 NUni HS 6

Description see page 8.

Metaphor and metonymy

Prof. Z. Kövecses Thu, 14:15 - 15:45 NUni HS 5

The goal of this course is to provide an up-to-date and in-depth introduction to the cognitive mechanisms of metaphor and metonymy in cognitive linguistics. We begin by clarifying some of the basic ideas of conceptual metaphor theory, such as source and target domain, the mappings between source and target, the unidirectionality of mappings, the classification of metaphors, the motivation for linguistic and conceptual metaphors, the notion of embodiment, and the like.

We then move on to the discussion of some of the major issues concerning metaphor and metonymy in the cognitive linguistic view. These include the issue of how we can identify metaphors in texts, what does and what does not get mapped from source to target, whether metaphors create or simply reflect previously existing understandings of the world in the form of cognitive models, the nature of metonymy, the question of the relationship between metaphor and metonymy, the relationship between metaphor and conceptual integration, the role of metaphor in discourse, and so on.

We also deal with some of the recent challenges to conceptual metaphor theory and we end the course with a synthesis of various theories of metaphor. Along the way, we show how a variety of problematic issues can be handled by means of the theory offered in a number of fields, including literary studies and foreign language teaching.

The course consists of lectures, seminar-like discussions of issues, and oral presentations.

2.3. Vorlesung Literaturwissenschaft

19th Century American Popular Poetry: Texts and Cultural Contexts

PD Dr. M. Peterfy Thu, 11:15 - 12:45 NUni HS 9

This lecture series will introduce you to a number of once popular American poems, and to the historical circumstances of both their creation and reception. For a long time now, the cultural significance of these poems have been eclipsed by the achievements of Walt Whitman and Emily Dickinson, but readers of the 19th century were more familiar with works by, for example, Lydia Sigourney, H. W. Longfellow, J.G. Whittier, or J. W. Riley. The dynamic relationship of Americans to these poets and their poems can be seen as pure entertainment, but also as a process of cultural emancipation and as a powerful tool of national self-invention. The lecture series will not just address the popular poems themselves, but also parodies, performances, advertisement, and other creative transformations based on once ubiquitous texts such as “Maud Muller,” *Evangeline*, “Excelsior”, “Barefoot Boy,” “Concord Hymn,” and many others.

Texts: A Reader with the primary texts will be available at the beginning of the semester.

The English Novel from 1880 to 1950

Prof. R. Schäffner Mon, 14:15 - 15:45 AS Room 110

Die Vorlesung bietet eine Einführung in die Geschichte der englischen Gesellschaft und einen Überblick über die Entwicklung des englischen Romans vom ausgehenden 19. Jahrhundert bis zum Ende des Zweiten Weltkrieges. Im Mittelpunkt stehen die vielfältigen Ausprägungen des regionalen, realistischen, imperialen, utopischen, modernistischen und politischen Romans in ihren gesellschaftlichen, politischen, geistes- und kulturgeschichtlichen Zusammenhängen. Folgende Autoren werden intensiver behandelt: Thomas Hardy, George Gissing, Arnold Bennett, John Galsworthy, H.G. Wells, Robert Louis Stevenson, Rudyard Kipling, Joseph Conrad, E.M. Forster, Virginia Woolf, D.H. Lawrence, Aldous Huxley, George Orwell.

The Literature of the American Renaissance

Prof. D. Schloss Wed, 11:15 - 12:45 AS Room 108

In 1941, Harvard Professor F.O. Matthiessen published a study entitled *American Renaissance: Art and Expression in the Age of Emerson and Whitman* that is regarded by many critics as the founding book of American studies. Matthiessen identified the second third of the nineteenth century as the age in which American literature experienced its first 'flowering'; henceforth this period came to be considered American literature's classical age. Matthiessen also assembled a list of writers – Emerson, Thoreau, Hawthorne, Melville, and Whitman – who came to be looked upon as the core authors of the American literary canon. In addition, he extracted from this period and its writers an individualistic ethos that came to stand for the American spirit par excellence.

In this lecture course, we will study selected works by the writers included in Matthiessen's canon and explore their literary, social, and ethical philosophies. In addition, we will consider the voices of critics who have questioned Matthiessen's choices, suggesting that other writers should be included in the American Renaissance canon, in particular woman authors and African American writers. (We will discuss works of these latter groups, too.) In studying the literature of the American Renaissance, we will try to understand the processes by which a particular brand of individualism, namely non-conformism and anti-establishment thinking, came to be lodged at the heart of democratic culture and hopefully develop an explanation for why this ethos has remained attractive ever since. In studying the critical debates that have surrounded the American Renaissance canon, however, we will also see how contested this ethos has become in the past decades and perhaps also get a sense of its limitations.

The following works will be discussed in detail: Emerson's "American Scholar", "Self-Reliance", "Experience", and "The Poet"; Thoreau's *Walden* (in particular the "Economy" chapter) and "Civil Disobedience"; Poe's "The House of Usher" and "The Philosophy of Composition"; Hawthorne's *Scarlet Letter* and the Prefaces to his Novels; Melville's "Bartleby the Scrivener", "Benito Cereno", and "Hawthorne and His Mosses"; Beecher Stowe's *Uncle Tom's Cabin*; Douglass's *Narrative of the Life of Frederick Douglass, an American Slave, Written by Himself*; and selected chapters from Tocqueville's *Democracy in America*.

Texts: Most of the works discussed in this lecture course can be found in The Norton Edition of American Literature, Vol. B (1820-1865), ed. by Nina Baym et al. (The 8th edition is the most recent one, but earlier editions are fine, too.) The Anthology's version of Harriet Bee-

cher Stowe's Uncle Tom's Cabin is abridged; please get a complete version. A selection of critical texts will be made available on Moodle when the term starts.

2.4. Vorlesung Kulturwissenschaft

The English Novel from 1880 to 1950

Prof. R. Schäffner	Mon, 14:15 - 15:45	AS Room 110

Description see page 11.

Metaphor and metonymy

Prof. Z. Kövecses	Thu, 14:15 - 15:45	NUni HS 5

Description see page 10.

History of Christianity in America, 1900 to the Present

Prof. J. Stievermann	Tue, 14:15 - 15:45	NUni HS 5
	Wed, 10:15 - 14:45	NUni HS 12

This lecture course offers a survey of the history of Christianity in North America from the beginning of the 20th century to the present. Always with an eye on the wider cultural context, the course will trace the dramatic changes in America's religious landscape during this period, and examine central events, issues, and conflicts such as the fundamentalist-modernist controversy, religious responses to two world wars, the rise of neo-evangelicalism, or the role of religion in the civil right struggles and the so-called culture wars. While special attention will be given to the transformations of America's Christian churches, we will also discuss the increasing religious pluralization of the US and look at the development of non-Christian immigrant faiths and the emergence of new religious movements and individualistic spiritualities. As we trace the evolution of churches, traditions, beliefs, practices and communities during the "American century," students will be familiarized with important primary sources and key-concepts for this period of American religious history.

After the lecture class on Wednesday (10-11) we will discuss one central primary document relevant to each week's topic. This additional "Quellenübung" is highly recommended but optional.

Texts:

Edwin Gaustad and Leigh Schmidt. The Religious History of America (Harper, 2002)

Sidney E. Ahlstrohm. A Religious History of the American People (Yale UP, 1972)

3. Einführungsveranstaltungen

Course Requirements (unless noted otherwise):

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

3.1. Introduction to English Phonology and Phonetics

PD Dr. N. Nesselhauf Mon, 16:15 - 17:45 Heuscheuer II

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" (*description see page 53*), 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, Beverly, and Inger M. Mees. 2003. *Practical Phonetics and Phonology*. London/New York: Routledge.

3.2. Introduction to English Linguistics

Prof. S. Kleinke Wed, 11:15 - 12:45 Heuscheuer I

Diese Vorlesung mit Begleittutorien soll in den wissenschaftlichen Umgang mit Sprache einführen, eine Vorstellung von der Komplexität des Gebiets der Sprachwissenschaft vermitteln und die Grundlagen schaffen für die Behandlung spezieller sprachwissenschaftlicher Fragestellungen in den weiterführenden Pro- und Hauptseminaren.

Note: 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 (18.01.2013) noch nicht fest. Bitte informieren Sie sich rechtzeitig auf ***http://www.as.uni-hd.de***.

3.3. Introduction to the Study of English Literature

Prof. V. Nünning	Mon, 11:15 - 12:45	Heuscheuer II

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.

Note: 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 (18.01.2013) noch nicht fest. Bitte informieren Sie sich rechtzeitig auf ***http://www.as.uni-hd.de***.

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

4. Proseminare

4.1. Fundamentals of Research and Writing

C. Burmedi	Tue, 13:15 - 14:00	AS Room 122
Dr. F. Polzenhagen	Tue, 13:15 - 14:00	AS Room 108
S. Frink	Tue, 13:15 - 14:00	AS Room 112
C. Burmedi	Thu, 13:15 - 14:00	AS Room 122
Dr. F. Polzenhagen	Thu, 13:15 - 14:00	AS Room 108
Dr. K. Frank	Thu, 13:15 - 14:00	AS Room 110

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.

4.2. Proseminar I Sprachwissenschaft

Course Requirements (unless noted otherwise):

Regular attendance and participation, oral presentation, course preparation/homework assignments and written term paper.

Morphology and word formation

S. Vogelbacher Wed, 11:15 - 12:45 AS Room 113

Morphology is the linguistic discipline that deals with the internal structure of words, or, in more practical terms, with how words can be analysed into smaller meaningful units or morphemes. However, things are not that straightforward: we will see that while the notion "word" is already problematic (is *brother-in-law* one word?), the process of analysing lexical units into morphemes sometimes requires some degree of compromising (how many morphemes has *misunderstood*?). In this course, we will try to come to a better understanding of how processes of inflection and derivation (remember the famous *antidisestablishmentarianism*) work in English. In the second part of the semester, we will turn to the question of how the lexicon of a language can be expanded and what processes of word formation are most frequently involved, for example in the language of advertising and in online communication.

Texts: A reader will be made available online.

Semantics

M. Pleyer Wed, 11:15 - 12:45 AS Room 110

We've all heard the expression "I didn't mean this!", or somebody telling us that "'Dog' means 'Hund' in German." But how can we define the meaning of linguistic expressions? And what is 'meaning', exactly?

This course answers these questions and gives an introduction into semantics, the linguistic study of meaning.

The aim of the course is to discuss and compare different, often competing approaches to the study of meaning, as well as their underlying theoretical concepts and empirical methods. In the course, we will thus look at structuralist semantics (e.g. componential analysis, semantic feature analysis and sense relations), truth-conditional semantics and cognitive-linguistic approaches (e.g. prototype theory, conceptual metaphor and cognitive models).

Apart from our discussion of these theories, the focus of the course will be on the analysis of examples, so that by the end of the semester, students will be able to conduct semantic analyses using different methods and frameworks.

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

Theories of Meaning

Dr. F. Polzenhagen Mon, 14:15 - 15:45 AS Room 122

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 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.

Syntax

Dr. A. Ogarkova Mon, 09:15 - 10:45 AS Room 108

Description will be available online.

Pragmatics

M. Eller Tue, 11:15 - 12:45 AS Room 112

Pragmatics is the study of language in use and thus less concerned with what words or sentences can mean in theory than with how speakers use language in a certain context in order to convey a certain meaning. We all encounter plenty of situations in our everyday life in which much more is communicated than is actually said. While we've grown so used to "reading between the lines" that we hardly notice it anymore, pragmatics is all about understanding and analysing the underlying meaning-making processes.

This course provides a systematic introduction to the major concepts in pragmatic research, such as speech act theory, implicatures, presuppositions, frames, the cooperative principle, maxims of conversation, deixis and linguistic politeness. We will start by looking at how pragmatics developed into an independent branch of linguistics and how it relates to other linguistic disciplines. During the course of the seminar we will be working with both the classic texts of the field as well as recent studies in applied linguistics so that you become familiar with typical research methods as well as cutting-edge research questions. In addition, you will have ample opportunity to apply the concepts discussed to actual instances of language use as we examine different types of data.

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

Introduction to Stylistics

Prof. M. Short Tue, 16:15 - 17:45 NUni UGX 61

Stylistics is the linguistic analysis of mainly, but not exclusively, literary texts to find out how meaning is created through the interaction between readers and the language of the text, what effects linguistic choices have on readers and how readers make inferences and interpretations from these linguistic choices.

This course will offer an overview of the concepts and methods relevant to stylistic analysis. It will also provide students with the historical development of stylistics and teach students the classic stylistic tool-kit necessary for the analysis of the main three literary genres: poetry, narrative fiction and drama.

Objectives:

- Students will learn where to situate the discipline of stylistics within the fields of linguistics and literary criticism.
- Students will be provided with an understanding of basic stylistic concepts, such as style, creativity, foregrounding, parallelism, norm and deviation.
- In oral presentations in class as well as in group assignments, students will acquire the ability to undertake detailed, systematic and contextualised stylistic analyses of literary texts.
- Students will learn how to relate their linguistic analysis to interpretation. They will have to conduct hands-on stylistic analyses which serve to prepare them for writing the term paper at the end of the course.

Course requirements:

- Active participation in class.
- Presentation of a stylistic analysis in class.
- A term paper of 5.000 words which consists of a hands-on stylistic analysis and has to be submitted by 31 August 2013.

Texts:

Carter, Ronald and Stockwell, Peter (eds.) (2008). *The Language and Literature Reader*. London: Routledge.

Fowler, Roger (1996). *Linguistic Criticism*. Oxford: Oxford University Press.

Leech, Geoffrey. N. and Short, Michael. H. (2007). *Style in Fiction*. 2nd edition. London: Longman.

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

Simpson, Paul (2004). *Stylistics: A Resource Book for Students*. London: Routledge.

Introduction to Second Language Acquisition

PD Dr. N. Nesselhauf Mon, 14:15 - 15:45 AS Room 112

In this seminar, we will try to get an overview of the vast field of second language acquisition, with a particular focus on foreign language acquisition. We are going to focus on cross-linguistic influence, in particular the effect on the first language on the acquisition and use of a second language, on (other) factors and strategies that contribute to success in learning a second language, and on the connection of instruction and acquisition. We will also touch on more theoretical issues, in particular on the role of input and interaction in second language acquisition.

Participants will be expected to carry out their own small research projects.

Texts: Macaro, Ernesto (2003). Teaching and Learning a Second Language. London & New York: Continuum.

English in contact with other languages

J. Schultz Tue, 14:15 - 15:45 AS Room 114

In recent years, language contact phenomena have become the focus of linguistic research. In this seminar, both theoretical aspects of language contact and a number of significant outcomes of contact involving English will be taken into account. Languages may, for instance, influence each other by the exchange of words. We will look at, among other things, the borrowing of vocabulary from foreign languages such as French, Spanish or German into the English lexicon; we will look at the formation of new varieties of English ("New Englishes") and the rise of pidgins and creoles due to language contact; we will also investigate the way English has shaped other languages in its spread as a world language (Anglicisms in German, "International English"). In addition, an insight will be offered into the phenomenon of bilingualism and its societal implications.

Texts: Thomason, Sarah G. (2001): Language Contact. An Introduction. Washington: Georgetown University Press.

Pidgins and Creoles

S. Vogelbacher Wed, 14:15 - 15:45 AS Room 112

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.

A large number of pidgins and creoles world-wide have English as their dominant input language, such as Tok Pisin in Papua New Guinea. In this course, we will study Tok Pisin extensively with respect to its socio-historical origins, linguistic characteristics and development. We will then cover a range of other English-based pidgins and creoles around the world, including varieties spoken in Vanuatu and the Solomon islands, in the Caribbean and West Africa.

Theoretical questions concerning pidgin and creole genesis will be addressed as well as issues concerning first- and second-language acquisition, and the current sociolinguistic situations in the respective speech communities.

Texts: A reader will be made available online. By means of preparation, have a look at the website of the Tok Pisin newspaper WANTOK (wantokniuspepa.com).

Perspectives on Language

Dr. F. Polzenhagen Tue, 11:15 - 12:45 AS Room 333

Linguists have analysed and analyse their target field “language” from various specific perspectives. Dominant ways of approaching and viewing language(s) include: language as a system (in structuralism), language as a tool (in functionalism), language as an organ / instinct (in generative grammar), languages as families (in historical linguistics), language as cultural identity (romantic linguistics), languages as species (ecolinguistics). In this course, we will trace these and other influential conceptualisations of language in representative key texts of their major proponents (e.g. de Saussure, Jakobson, Chomsky, Jespersen, Whorf, Searle, Grice, Labov, Fillmore, Lakoff). The course is hence, first of all, a call for getting to know theoretical models through a close reading of their primary key texts. The second objective is to show that each of these expert models highlights certain aspects of ‘language’ and, in turn, hide others. Complementing the focus on “expert models”, we will investigate “folk models” and “folk beliefs” concerning language in a small research assignment.

Linguistic Text Analysis

M. Eller, Blockseminar

20.03.2013, 16:15 - 17:45	AS Room 108
08.04.2013, 10:00 - 12:15	AS Room 113
09.04.2013, 10:00 - 12:15 + 14:00 - 16:15	AS Room 108
10.04.2013, 10:00 - 12:15	AS Room 108
11.04.2013, 10:00 - 12:45 + 14:00 - 16:15	AS Room 108
17.05.2013, 14:00 - 17:00	AS Room 108
28.05.2013, 16:15 - 18:30	AS Room 108
29.05.2013, 16:15 - 18:30	AS Room 108

Course requirements: Regular attendance (have a close look at the exact dates!), active participation, short presentation in April, short discussion of your small-scale research project during the reading week and written term paper. Since the theoretical part of the seminar takes place in the week before the semester starts it is mandatory that you have read the relevant texts in the reader and prepared your oral presentation by then!

Registration: Please register by sending an e-mail to monika.eller@as.uni-heidelberg.de. Registration deadline: February 28th.

The aim of this seminar is not only to introduce and discuss different approaches to analysing text and discourse, but to offer students guidance and assistance in applying one of the methodologies while working on their own small-scale research project. Therefore, the first part of the seminar takes place in the form of a compact course in the week before the official start of the semester and is designed to lay the foundations for linguistic text analysis. We will examine and compare different approaches and tools while covering a variety of text types from different media (spoken, written and computer-mediated).

Methodological and practical considerations will be given special attention in the second part of the seminar. We'll spend one afternoon in May having a look at how best to go about in finding a suitable research question, selecting and collecting data, structuring the analysis and using tools that can support us in our study. In the final two meetings, which will take place during the reading week, the students will then present their work in progress and we'll discuss their experiences and results.

4.3. Proseminar II historische Sprachwissenschaft (Überblick)

Course Requirements (unless noted otherwise):

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

Introduction to the History of the English language

Dr. F. Polzenhagen Mon, 11:15 - 12:45 AS Room 108

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 put 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, we will have a look at specific kinds of changes (in the realms of phonology, morphology, syntax, semantics) that have taken place in the history of English. Finally, we will deal with historical dialects and with the issue of standardisation.

Introduction to the History of English

A. Mantlik Tue, 14: 15 - 15:45 AS Room 108

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

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

The History of Standardization of English(es)

A. Mantlik Tue, 09:15 - 10:45 AS Room 112

In this seminar we will investigate the history of the standardization of the English language from the beginnings of this process in the late Middle English period to the state of having effected a standard by the end of the Early Modern English period. We will consider different definitions of 'standard' and ideologies behind this concept and discuss why studying standardization processes must address "non-standard" and other varieties of English as well. We will deal with historical sources documenting ongoing standardization, and analyze the debates about 'correct' language use in its historical dimension of prescriptivism vs. descriptivism and in Present-day discussions which are now discussed from a new perspective of 'verbal hygiene' (cf. Cameron 1995). All of these investigations will include the linguistic, social, political and gender-related benefits and difficulties of the process and the product of standardization.

4.4. Proseminar II historische Sprachwissenschaft (Periode)

Course Requirements (unless noted otherwise):

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

Introduction to Early Modern English

Dr. M. Isermann Mon, 11:15 - 12:45 AS Room 116

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

Texts: A reader will be available at the CopyCorner.

Introduction to Old English

Prof. J. Insley Thu, 14:15 - 15:45 AS Room 114

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.

Texts:

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

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

Introduction to Middle English

V. Mohr Wed, 09:15 - 10:45 AS Room 114

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

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

4.5. Proseminar II moderne Sprachwissenschaft

Course Requirements (unless noted otherwise):

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

English word-formation

Prof. B. Glauser Wed, 09:15 - 10:45 AS Room 116

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

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

Linguistic Politeness

Prof. S. Kleinke Thu, 09:15 - 10:45 AS Room 115

Our discussion will start out from the pragmatic background of politeness, a brief introduction into central pragmatic models of politeness (Leech, Brown and Levinson and Watts) and their application to linguistic rudeness. Starting from these central theories, we will discuss a broad range of empirical studies on politeness-sensitive phenomena, such as greetings, compliments, apologies, requests and forms of address, often in a cross-cultural contrastive context.

Registration for this course via e-mail: ***Anmeldung.Kleinke@as.uni-heidelberg.de***

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

4.6. Proseminar I Literaturwissenschaft

Course Requirements (unless noted otherwise):

Regular attendance and participation, oral presentation, course preparation/homework assignments and written term paper.

Introduction to Shakespeare's Tragedies: Hamlet and King Lear

E. Redling Thu, 11:15 - 12:45 AS Room 113

The two Shakespearean tragedies we will focus on in this course are especially compelling and are performed and read over and over again, which is perhaps mainly, but not exclusively, due to their displays of extreme behaviour and events which have always fascinated humankind and make Shakespeare seem modern: family disputes, extreme love, madness, envy, jealousy, and death.

We will also look at the Elizabethan age and culture and trace the origins and variations of the concept of tragedy which Shakespeare adopted and modified by relying on different types of tales and traditions or by including elements of comedy. The course will be supplemented by filmed versions of these plays (recent Royal Shakespeare Company productions) which will be compared with the written texts. Please note that there will be a final exam at the end of the semester.

Texts: Please buy and read:

- Shakespeare, William. *Hamlet*. Eds. Ann Thompson and Neil Taylor. London: A & C Black, 2006. (= Arden edition, third series. ISBN 978-1904271338)
- Shakespeare, William. *King Lear*. Ed. R. A. Foakes. London: A & C Black, 1997. (= Arden edition, third series. ISBN 978-1903436592

Irish Drama: Yeats, Synge, O'Casey

Dr. K. Hertel Thu, 09:15 - 10:45 AS Room 113

In the course of this seminar we shall be looking at four plays which became important in connection with the so-called 'Irish Renaissance' in the first part of the last century. After the Abbey Theatre in Dublin had opened in 1904, it soon became the centre of this resurgence of Irish nationalism and culture. The three dramatists chosen for discussion were closely linked to the Abbey Theatre and interested in addressing, each in his own way, the question of an Irish national identity in their respective plays.

Texts: Students should have read the following texts by the beginning of the summer term: W.B. Yeats, *Countess Cathleen* (1892), *Cathleen ni Houlihan* (1902); J.M. Synge, *The Playboy of the Western World* (1907); S. O'Casey, *The Plough and the Stars* (1926).

British Spy Fiction

C. Schneider Mon, 16:15 - 17:45 AS Room 110

"The soul of the spy is somehow the model of our own; his actions and his trappings fulfill our unsatisfied desire" (Jacques Barzun). Indeed, spies are among the most romanticized figures of contemporary culture. This is especially true for Britain, the homeland of the modern spy thriller. The most obvious example is the towering figure of James Bond, who embodies the fascinating allure of espionage, a secret world of adventure sketched by countless novels, films, TV series and video games since the beginning of the 20th century.

However, British spy fiction has also always represented historical and political realities, embodying concrete fears about the hidden powers and struggles shaping modern history. Britain's changing position in the world has been mirrored by changing attitudes towards the spy, an ambiguous figure, whose significance in narrative fiction may be illuminated from many different perspectives.

In this course, we will approach the fascinating world of spy fiction academically. Reading several classic British spy novels from different periods of the 20th century, we will see how they represent the intrigue of espionage narratively. We will look at the changing conventions of the genre and how they address questions of history, nation, identity and gender.

As a voluntary addition to the course, we will also watch several spy films – these screenings are open to anyone interested.

Texts: Please purchase and read the following novels before the semester starts:

- Ian Fleming: *From Russia With Love*(1957)
- John Le Carré: *The Spy Who Came in from the Cold* (1962)
- John Banville: *The Untouchable* (1997)

Students are also very much recommended to buy *The Riddle of the Sands* (1903) by Erskine Childers and *The Thirty-Nine Steps* (1915) by John Buchan. More primary and secondary texts will be provided in a reader.

Sea Stories

Dr. C. Lusin Tue, 14:15 - 15:45 AS Room 116

Unbounded space, natural force and route to unknown countries: the sea has captured the literary imagination of authors across the centuries. Titles like Iris Murdoch's *The Sea, the Sea* (1978) or John Banville's *The Sea* (2005) cash in on the absorbing allure of a site associated with a rich array of myths, metaphors and topoi. In fact, the sea is at the core of an entire subgenre of fiction, the so-called "sea-stories". With James Fenimore Cooper and Captain Frederick Maryatt as its pioneers, this flexible genre has produced a great variety of literary texts, from pulp fiction and popular adventure tales such as C.S. Forester's Horatio Hornblower series to monumental classics such as Herman Melville's *Moby-Dick* (1851).

In this course, we are going to explore a wide thematic and stylistic range of sea stories, investigating into their key concerns and modes of presentation. Apart from Joseph Conrad, the most important proponent of the genre, authors will include Rudyard Kipling, E.M. Forster and Ernest Hemingway among others. The texts will be made available in a reader by the start of term.

Writing Revolutions: The Politics of Literature in Antebellum America

M. Drescher Mon, 14:15 - 15:45 AS Room 108

In this seminar, we will look at US literature in the antebellum period with a focus on social reform and political dissent. Discussing some of the classic texts of this period, Nathaniel Hawthorne's *The Scarlet Letter*, William Wells Brown's *Clotel, or The President's Daughter*, Herman Melville's *Bartleby, the Scrivener*, and some essays by Ralph Waldo Emerson and Henry David Thoreau, we will examine the function of literature in its historic context and ask about the role it played in political debates of the time. Our focus will lie on three fundamental issues: nationalism, slavery, and the nature of dissent in America.

Texts: Please obtain the following editions:

- Nathaniel Hawthorne: The Scarlet Letter. Penguin Books, 2003.
- William W. Brown: Clotel or, The President's Daughter. Penguin Books, 2004.
- Herman Melville: Bartleby, the Scrivener. The Norton Anthology of American Literature, 7th Edition, Volume B, pp. 2363-2389. Norton, 2007.

19th Century American Poetry

Dr. H. Jakubzik Wed, 11:15 - 12:45 AS Room 112

This course will repeat and develop basic means of poetry analysis (meter, rhyme, sound, diction, imagery, symbolism, theme etc.). It will also provide an introduction to some of America's greatest poets: Walt Whitman, Emily Dickinson, and Robert Frost.

Texts: A reader will be available by April.

Modern Irish Poetry and its Anglo-American Context

A. Hartje Thu, 16:15 - 17:45 AS Room 333

We will read and discuss a wide range of modern Irish and Anglo-American poetry from the late nineteenth century to the present. 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, we will collect some basic concepts such as opacity which are inherent in a lot of outstanding pieces of modern poetry. Text: A reader will be provided before the beginning of the course.

F. Scott Fitzgerald and Ernest Hemingway

Dr. E. Hänßgen Fri, 11:15 - 12:45 AS Room 115

Scott Fitzgerald (1896-1940) and Ernest Hemingway (1899-1961) are famous American modernists. They were friends and rivals, popular celebrities in their time and representatives of the so-called "lost generation" in the Roaring Twenties, traumatized by World War I.

In this course, we will focus on two novels, Fitzgerald's *The Great Gatsby* (1925) and Hemingway's *Fiesta: The Sun Also Rises* (1927). We will consider questions of prose analysis (style, narrative technique, structure, characterization) and explore the historical and social contexts and the philosophical outlook of the novels.

The characters' lives are empty behind the facade of heavy drinking and endless partying, their relationships are dysfunctional. While Fitzgerald's hero still dreams of reclaiming his love Daisy through his ostentatious wealth, Hemingway's protagonist chooses to live as an expatriate in Paris and Spain and finds solace in a heroic code exemplified by bullfighting or in trout-fishing as an antidote to hectic urban life.

Texts: Please purchase and read the texts in these editions:

- Fitzgerald, F. Scott. *The Great Gatsby*. Ed. Ruth Prigozy. Oxford World's Classics. 1988. Oxford: Oxford UP, 2008.
- Hemingway, Ernest. 1994. *Fiesta: The Sun Also Rises*. London: Arrow Books, 2004.

Students must have read the texts by the beginning of term.

4.7. Proseminar II Literaturwissenschaft

Course Requirements (unless noted otherwise):

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

17th Century City Comedies: Urban Space and Mass Culture in Early Modern Drama

E. Redling, Blockseminar

23.05.2013, 18:15 - 19:45	AS Room 108
08.06.2013, 10:00 - 15:30	AS Room 108
15.06.2013, 10:00 - 17:00	AS Room 108
22.06.2013, 10:00 - 17:00	AS Room 108

The Scottish poet William Drummond famously noted Ben Jonson's alleged dislike of the unrealistic setting of Shakespeare's *The Winter's Tale* on the non-existent seacoast of Bohemia. Jonson, as well as his contemporaries Thomas Middleton and John Marston, favoured an existent urban space for many of their comedies: Renaissance London. This space appealed to the masses as it created a sense of enjoyable familiarity through its "detailed references to the city's streets, neighborhoods, taverns, conduits and landmarks" (Wendy Griswold). Each street or neighbourhood served as a recognisable geographical, social and moral marker concerning the respective inhabitants. The characters of the city comedies frequently represent a panoply of London society. However, the city also appears in defamiliarised forms in the plays. For instance, in Jonson's *The Alchemist* (1610) a normal house is transformed into a site of confidence games. We will discuss the various aspects of city space and urban mass culture in *The Alchemist* as well as in Middleton's *A Mad World, My Masters* (1605) and Marston's *The Dutch Courtesan* (1604). Please note that this is a block seminar and that there will be a final exam at the end of this course.

Texts:

- Jonson, Ben. *The Alchemist and Other Plays.* Ed. Gordon Campbell. Oxford: Oxford University Press, 2008. (ISBN 978-0199537310)
- Middleton, Thomas. *A Mad World, My Masters and Other Plays*. Ed. Michael Taylor. Oxford: Oxford University Press, 2009. (ISBN 978-0199555413)
- Marston, John. *The Dutch Courtesan*. Ed. David Crane. London: A & C Black, 1997. (ISBN 978-0713644753)

Romantic Poetry and Politics

Dr. H. Grundmann Wed, 11:15 - 12:45 AS Room 116

The Romantic period (ca. 1790-1830) runs parallel to an age of revolutions. The war for independence of the American colonies, the abolition of slavery and the French Revolution as well as the Industrial Revolution changed not only the face of England, but also the forms and functions of literature. We shall read nature poems by Wordsworth, Coleridge, and Keats, deal with Lord Byron's satires of society and explore the political goals of radical poets such as Shelley and Blake. Beside this male canon we shall trace redefinitions of gender in poems by Barbauld, Smith, Baillie and Hemans. The political writings of Thomas Paine (*The Rights of Man*) and Mary Wollstonecraft (*Vindication of the Rights of Woman*) will also be taken into account.

Texts: All texts will be provided.

Further reading:

- Aidan Day, *Romanticism*. London: Routledge, 1996.
- Marilyn Butler, *Romantics, Rebels and Reactionaries: English Literature and its Background 1760 - 1830.* Oxford: Oxford Univ. Pr., 1981.
- Derek Fitter, *Romanticism.* Basingstoke: Macmillan, 2004.

Black British Drama

Dr. C. Lusin Wed, 14:15 - 15:45 AS Room 113

June 22nd 1948. At the docks of Tilbury in Essex, England, puts in a ship whose arrival would be held to mark a watershed in 20th century British history. The ship, the *Empire Windrush*, brings 492 passengers from the Caribbean, who set out to make their fortune in the empire's 'mother country'. Quickly turned into "a symbol of post-war immigration" (Mike & Trevor Phillips), the *Empire Windrush* has come to signify the beginning of a thorough makeover of what it means to be 'British'. Today, Afro-Caribbean traditions have become an indelible part of British culture and engendered new, prolific forms of amalgamated cultural and aesthetic identities. The theatre, too, a primarily white-dominated mode of presentation, has seen a flourishing output of 'Black British' writing.

In this course, we will investigate into the cultural and political repercussions of the 'Empire Windrush' by discussing a range of 'Black British' plays dating from the late 20th and early 21st century. How do these dramatists negotiate their (post)colonial heritage as well as their cultural and ethnic roots? How do they tackle the experience of belonging to an ethnic minority which is often still marginalised? Besides making ourselves familiar with the central categories and analytical tools of drama studies, we will also explore various key concepts of cultural studies, such as 'ethnicity', 'identity', 'gender', and 'cultural memory'.

Texts: Goddard, Lynette (ed.). The Methuen Drama Book of Plays by Black British Writers. London: Methuen, 2011.

Hanif Kureishi: Plays and Screenplays

Dr. K. Hertel Tue, 14:30 - 16:00 AS Room 112

Hanif Kureishi ranges among the most interesting and controversial contemporary British artists. He has produced significant work in many different genres, including plays, screenplays, films, essays, short stories and novels. In this course we shall be looking into two of these genres: plays and screenplays.

Since the author was born into an Anglo-Pakistani family and grew up experiencing first-hand the racial and cultural clashes in South London, the inspiration for Kureishi's work has mainly been drawn from his own life's trials and tribulations as a hybrid of two different races and cultures. Hence, both the aspects of autobiography and migration or rather the consequences of the latter form a basis of Kureishi's work.

Our selection of texts covers roughly the last 30 years of Kureishi's productive career. In these texts we will repeatedly encounter topics like race relations, cultural hybridity, unemployment, London street life and popular culture, as well as Islamic radicalism in connection with intergenerational conflicts and issues of cultural identity.

Participants are asked to have read the following plays and screenplays by the beginning of the summer term: *Borderline* (1981), *Outskirts* (1983), *My Beautiful Laundrette* (1986), *My Son the Fanatic* (1998) and *The Black Album* (2009).

Texts: H. Kureishi, Collected Screenplays, Vol.1: My Beautiful Laundrette, Sammy and Rosie Get Laid, London Kills Me, My Son the Fanatic, Faber & Faber, 2002; Outskirts and Borderline, in: Plays One, Faber & Faber: Contemporary Classics, 1999; The Black Album (play): Faber & Faber 2009.

Anglo-Indian Encounters: History, Theory & Fictional Representations

PD Dr. B. Hirsch Wed, 16:15 - 17:45 AS Room 110

This course aims at analysing the emergence and development of India as an important theme in a variety of twentieth-century English discourses. Using a transmedia approach we will not only consider a selected sample of texts, both fictional and non-fictional, but also look at a number of extraliterary representations of the Subcontinent, notably via TV & film. In doing so we shall reconstruct the major historical processes which have shaped the Anglo-Indian connection, study the legacy of the Empire and apply key aspects of postcolonial theory to textual and pictorial analysis. Thus we will examine the relationship between nation and narration and explore cultural negotiations of selfhood and otherness.

Texts: Participants are expected to have read the three primary sources listed below before our first meeting:

- Forster, E.M., *A Passage to India*. (Ed. Oliver Stallybrass. Penguin Classics edition; ISBN-10: 014144116X)
- Kipling, Rudyard, *Kim*. (Penguin Classics edition; ISBN-10: 0141442379)
- Rushdie, Salman, *Midnight's Children*. (Vintage edition, ISBN-10: 0099578514)

Secondary Sources:

Allen, Richard & Harish Trivedi (Hg.), *Literature and Nation: Britain and India 1800-1990*. London, 2000.

Baron, Archie, *An Indian Affair: From Riches to Raj*. London, 2001.

Goonetilleke, D.C.R.A., *Images of the Raj: South Asia in the Literature of Empire.* Houndmills/Basingstoke, 1988.

Judd, Denis, *The Lion and the Tiger: The Rise and Fall of the British Raj, 1600-1947.* Oxford et al., 2004.

American Literature in the Early Republic: 1780-1820

Dr. P. Löffler Wed, 09:15 - 10:45 AS Room 112

The early republic was a first crucial period in the formation of an independent American national literature. Two main questions were at the center of dominant cultural and political discourses of the time: 1. What does is mean to be American and how can this sense of Americanness be reflected in representative American culture and literature? 2. What can the function of literature be within social, political-institutional and religious contexts that were still undergoing rapid changes in the US after the Declaration of Independence in 1776?

This seminar is designed to tackle both sets of questions by looking at major literary works and corresponding philosophical and political treatises from the late 1770s up until the 1820s and the beginnings of the Romantic Period. Our main focus will be on the emergence of a secular literary market, the negotiation of political and moral questions through literary works and the formation of a uniquely American literary culture in opposition to dominant European traditions. The books and essays we will analyze include De Crevecoeur's *Letters of an American Farmer*, *The Autobiography of Benjamin Franklin*, Susanna Rowson's *Charlotte Temple* as well as Charles Brockden Brown's *Edgar Huntly*. There will be additional material on major political and philosophical debates of the period (e.g. Enlightenment, Declaration of Independence and the first American Constitution, Common Sense Philosophy, Aesthetic Education).

Texts: Please buy and read the following texts:

- Hector St. John De Crevecoeur, *Letters of an American Farmer* (Penguin Classics)
- Benjamin Franklin, *The Autobiography of Benjamin Franklin* (Norton)
- Susanna Rowson, *Charlotte Temple* (Norton)
- Charles Brockden Brown, *Edgar Huntly* (Penguin Classics)

Additional texts will be part of a seminar reader that will be accessible via Moodle.

American Fiction after 1945

Dr. P. Löffler Thu, 18:15 - 19:45 AS Room 122

This seminar traces the development of the American novel since the early post-war years. We will read six shorter canonical novels to capture dominant literary trends in the formation and decline of American literary postmodernism. Our readings will be related to the historical contexts of the post-war decades (e.g. McCarthyism, Civil Rights Movement, Reagan and the

Cold War) and we will also look at the institutional mechanisms that have shaped American literary cultures after 1945. Major chapters of post 1945 literature will include the emergence of the American counter culture during the 1940 and 1950s (J.D Salinger), the rise of experimental fiction in the 1960s (Thomas Pynchon), ethnic writing of the 1970s and 1980s (Toni Morrison and Sandra Cisneros), and contemporary fiction after the ends of postmodernism in the 1990s and 2000s (B.E. Ellis and Don DeLillo). Along the way, there will be occasional theoretical inquiries into questions of reality representation, authorship models, and the problem of textual meaning.

Texts: Please buy and read the following books:

- Jerome David Salinger, *The Catcher in the Rye* (Penguin)
- Thomas Pynchon, *The Crying of Lot 49* (Harper Perennial)
- Toni Morrison, *The Bluest Eye* (Vintage Contemporaries)
- Sandra Cisneros, *The House on Mango Street* (Vintage Contemporaries)
- Bret Easton Ellis, *American Psycho* (Picador)
- Don DeLillo, *Cosmopolis* (Picador)

Additional texts will be part of a seminar reader that will be accessible via Moodle.

Annie Proulx

Dr. E. Hänßgen Wed, 11:15 - 12:45 AS Room 114

Annie Proulx (b. 1935) did not become a widely acclaimed writer of best-selling fiction until she was in her 50s. Before that, she wrote the occasional short story, but worked as a journalist and author of how-to books and cookbooks, among them *The Fine Art of Salad Gardening*. By now, her work has been awarded a number of prestigious literary awards and adapted to film (*The Shipping News,* 2001; *Brokeback Mountain,* 2005).

Having done doctoral work in history, Proulx travels widely in her thorough research of her topics. She puts emphasis on the ecological, economic and socio-historical background of her characters and especially on the land itself. Spanning a century of the American experience in settings as diverse as Newfoundland and Wyoming, she closely observes the struggles of the rural poor, of immigrants or isolated misfits. Her fiction features elements of neorealism and magic realism, humour, horror and violence, poetic and precise prose, regional dialects and experiments in narrative technique, form and genre.

In our class, we will focus on two of her novels, *The Shipping News* (1993) and *Accordion Crimes* (1996), and a collection of short fiction, *Close Range: Wyoming Stories* (1999), including "Brokeback Mountain", a story she wrote to awaken empathy for diversity.

Texts: Please purchase and read the texts in these editions by the beginning of term:

- Proulx, E. Annie. *Accordion Crimes*. Scribner Paperback Fiction. New York: Simon & Schuster, 1996.
- Proulx, Annie. *Close Range: Wyoming Stories*. New York; London: Scribner, 2003 (orig. publ. 1999).
- Proulx, Annie. *The Shipping News*. London; New York: Harper Perennial, 2006 (orig. publ. 1993).

Explaining America: Readings in American Culture, Society, and Politics.

Prof. D. Schloss Tue, 14:15 - 15:45 HCA, Oculus

Since the days of its discovery by Europeans until our own time, "America" has provided a continuous challenge to the human imagination. Countless books and articles have been written to explain the special character of its society and culture. In this seminar we will sample some of these books – many of them very famous – and hopefully gain a sense of the different ways in which America and the United States have been conceptualized over the course of the centuries. Some of the authors are 'foreigners', but most of them are 'natives'. Depending on the time in which they live and the position they occupy, they approach America from different angles and focus on different aspects. The genres in which they express their views vary, too – some write political treatises or scientific studies; others use fictional forms such as plays and novels; still others draw on more personal modes of writing such as travel reports, autobiographies, and letters or pronounce their views in sermons and speeches. The selected readings will give students a theoretical foundation for understanding major processes, institutions and shifts in American culture, society, and politics.

Co-taught by a political scientist (Prof. Martin Thunert) and a literary historian, this course is directed at students who are interested in studying America and the United States from an interdisciplinary perspective. While it is primarily designed for students of the HCA's Bachelor Program in American Studies, we will also admit (advanced) Bachelor and Hauptstudium students from the Anglistisches Seminar. Each student will have to do a presentation and write a 10-page paper. The texts will be made accessible through Moodle by the end of March 2013. If you consider participating in this course, write to Dietmar.Schloss@urz.uni-heidelberg.de and add a few sentences about your background and your particular interests.

Texts: Among the authors and works (excerpted) to be discussed are: Winthrop, "Model of Christian Charity"; Franklin, *Autobiography*; Crèvecoeur, "What Is an American";Washington, "First Inaugural Address in the City of New York" (April 30, 1789);Madison, "Federalist No. 10"; Tocqueville,*Democracy in America;* Emerson, "The Young American"; Thoreau, *Civil Disobedience*; Douglass, "What to the Slave is the Fourth of July"; Lincoln, Speech on the Dread Scott Decision and Gettysburg Address; Turner, "The Significance of the Frontier in American History" (1893); Carnegy, "The Gospel of Wealth"; Veblen,*The Theory of the Leisure Class*; Riis, *How the Other Half Lives*; Jane Addams, "If Men Were Seeking the Franchise"; DuBois, "The Talented Tenth"; Garvey, "The True Solution of the Negro Problem".

Among the more recent writers to be discussed are Richard Rorty, Allan Bloom, SDS, Cornel West, Bell Hooks, Martin Luther King Jr., Malcolm X, Arthur Schlesinger Jr., Milton and Rose Friedman, Robert Bellah, Lani Guinier, Michael Walzer, Samuel Huntington, Fareed Zakaria, and Rogers Smith.

4.8. Proseminar I Kulturwissenschaft (anwendungsorientiert)/Landeskunde

Course Requirements (unless noted otherwise):

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

From Crisis to Celtic Tiger: Ireland at the End of the 20th Century

D. O'Brien Thu, 11:15 - 12:45 AS Room 122

The last two decades of the 20th century were ones of starkly contrasting fortunes for Ireland. This course will deal with the political, religious, social and economic upheavals of this period. The Eighties were a decade of doom and gloom, the country rocked by one controversial referendum after another, an era of high unemployment and emigration. The mid-Nineties brought unheard of economic growth, political scandal, immigration, and revealed a latent racist element in Irish society. With prosperity came a sense of self awareness and identity, which was reflected in the changing relations with Great Britain and Northern Ireland. We will also examine how Irish culture was expressed through literature, language, music and sport in this period.

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.
- Foster, Roy (2007). *Luck & the Irish. A Brief History of Change 1970-2000.* London: Allen Lane.
- Hourihane, Anne Marie (2000). *She moves through the boom.* Dublin:Sitric Books.
- Inglis, Tom (1998). *Moral Monopoly. The Rise and Fall of the Catholic Church in Modern Ireland.* Dublin: Dublin University Press.
- O'Toole, Fintan (1990). *A Mass for Jesse James. A Journey through 1980's Ireland.* Dublin: Raven Arts Press.
- O'Toole, Fintan (1999). *The Irish Times Book of the Century.* Dublin: Gill and Macmillan.
- Wyndham, Andrew Higgins (2006). *Re-Imagining Ireland.* Charlottesville: Univ. of Virginia Press.

Americans and War

Dr. S. Bloom Mon, 09:15 - 10:45 AS Room 115

In 1932, Albert Einstein wrote to Sigmund Freud asking him the question Why war? We will attempt to answer this question about the wars Americans have fought from the 18th century to the present.

American Civil Religion in Text and Image: A Historical Overview

PD Dr. M. Peterfy Tue, 16:15 - 17:45 AS Room 113

The sociologist Robert N. Bellah coined the phrase "Civil Religion" in 1967 to describe a conceptual relationship between the structures of religious thought and the national self-definition of Americans. According to this theory, American citizens share a set of cultural values which do not refer to any established religion, but which nevertheless function in the same way as religious feelings. In this course, we will examine both some of the "texts" and the "rites" of this "civil religion," such as the role of the Declaration of Independence, the development of national holidays, the American flag, etc.

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

British Institutions – A History (1509 – 1815)

Course 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.

M. Shiels Wed, 11:15 - 12:45 AS Room 122

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.

4.9. Proseminar I Kulturwissenschaft (theoretisch)

Course Requirements (unless noted otherwise):

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

Introduction to Cultural Studies

Dr. J. Rupp Thu, 16:15 - 17:45 AS Room 113

This seminar will provide an introduction to the theory and practice of cultural studies. Culture has become a household term in the humanities, but definitions of it are almost as varied as the spate of publications in the field. Likewise with topics: from Star Trek to Shakespeare, little seems to fall outside the scope of cultural studies. Quite what we understand by culture, what cultural studies deal with and, not least, where they leave literary studies – all this has been subject to a host of interdisciplinary and international debates. Starting from these fundamental questions, we will discuss a range of central issues, concepts, and examples for illustration, including media, subcultures, the body, ritual, memory, identity, etc. In navigating the expansive field of British and other traditions of cultural studies, we will use Aleida Assmann's *Introduction to Cultural Studies* as a rough guideline (every participant will need to have their own copy!). Additional material will be made available at the beginning of the semester.

Texts: Required reading:

- Aleida Assmann, *Introduction to Cultural Studies: Topics, Concepts, Issues*. Berlin: Erich Schmidt, 2012.

Recommended reading:

- Ansgar Nünning & Vera Nünning, eds. *Konzepte der Kulturwissenschaften*. Stuttgart: Metzler, 2003.
- Brian Longhurst et al., eds. *Introducing Cultural Studies*. 2nd edition. Harlow: Pearson Longman, 2008.

Visual Representation and the Analysis of Culture: Methods and Theories (with some Case Studies)

PD Dr. M. Peterfy Tue, 14:15 - 15:45 AS Room 113

The study of visual cultures requires methodical and theoretical awareness – just as much as the study of text and discourse. We know this from the field of art history, but pictures without a claim to artistic expression, do not "speak for themselves" either and are not "self-evident." Whereas there are overlapping areas between textual analysis and the interpretation of images there are also areas of significant differences. In this course, we will not just read and discuss theoretical texts about visual representation, but will also test their practical validity in the analyses of concrete examples, from "simple" illustration to the use of the "image" in film and video.

Texts: A Reader will be made available at the beginning of the semester.

4.10. Proseminar II Kulturwissenschaft/Landeskunde

Course Requirements (unless noted otherwise):

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

17th Century City Comedies: Urban Space and Mass Culture in Early Modern Drama

E. Redling, Blockseminar

23.05.2013, 18:15 - 19:45	AS Room 108
08.06.2013, 10:00 - 15:30	AS Room 108
15.06.2013, 10:00 - 17:00	AS Room 108
22.06.2013, 10:00 - 17:00	AS Room 108

Description see page 28.

Romantic Poetry and Politics

Dr. H. Grundmann Wed, 11:15 - 12:45 AS Room 116

Description see page 29.

Romanticism

Dr. K. Frank Thu, 11:15 - 12:45 AS Room 112

Description see page 47.

Anglo-Indian Encounters: History, Theory & Fictional Representations

PD Dr. B. Hirsch Wed, 16:15 - 17:45 AS Room 110

Description see page 30.

Metaphor and Culture

Prof. Z. Kövecses Fri, 11:15 - 12:45 AS Room 112

Description see page 43.

Explaining America: Readings in American Culture, Society, and Politics.

Prof. D. Schloss Tue, 14:15 - 15:45 HCA, Oculus

Description see page 33.

History of American Atheism

Dr. D. Silliman Mon, 14:15 - 15:45 Occulus, HCA

From Cotton Mather's denunciations to Daniel Dennett's proposal atheists rebrand themselves as "brights," atheists have been a much-discussed but little understood feature of the religious landscape of America. This class will take a historical approach to the subject, analytically examining the many varieties of atheism in America. Students will learn about atheisms, plural, in the past and present, and will study their cultural contexts, as well as arguments for and against the existence of God, and vying conceptions of meaning and morality. Students will also be introduced to the methodological issues in the study of the history of religion, gaining a working understanding of the approaches entailed by cultural history.

Texts: A course reader will be provided.

The American Musical

C. Burmedi Thu, 09:15 - 12:45 AS Room 110

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

Representations of "the" Indian in Colonial America and the Early Republic

PD Dr. M. Peterfy Tue, 11:15 - 12:45 AS Room 113

Since the cultures of the indigenous peoples of North America were oral ones, almost all early visual and textual sources were created by the European invaders. These representations were in general heavily biased by the Europeans' belief in their own superiority, and/or by existing preconceptions. Thus, early images of American Indians tell us at least as much about the creators of these images as about their intended object of study. In this class, we will discuss how classical antiquity, Christian iconography, but also hidden motives such as political considerations or the greed for land influenced the representation of "the Indian" up to the Early Republic, i.e. around the 1830s.

Texts: Available in *Key Concepts in American Cultural History*. Ed. Bernd Engler and Oliver Scheiding. Trier: Wissenschaftlicher Verlag, 2008.

5. Hauptseminare

5.1. Hauptseminar Sprachwissenschaft

Course Requirements (unless noted otherwise):

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

English Grammars – A Historical Survey

Dr. M. Isermann Thu, 14:15 - 15:45 AS Room 112

Based on a selection of representative grammars from the past five centuries, the seminar aims to provide an overview of English grammar writing up to the present. Starting with Bullokar's *Bref Grammar* (1586), we will have a look at the grammars of John Wallis (1653), John Wilkins (1668), Robert Lowth (1762), James Harris (1765), Henry Sweet (1892), Otto Jespersen (1909-1949), Adolf Lamprecht (1956) and Quirk et al. (1985).

Texts: A reader with selected chapters from the grammars to be discussed will be available by the beginning of term.

19th century English

Prof. B. Busse Tue, 16:15 - 17:45 NUni HS 12a

Apart from a few notable exceptions (cf. Kytö 2006), studies of English in the 19th century have been neglected for a long time. This is probably due to the fact that the 19th century and the language used then still seem to be too close to our time.

In this seminar, we will systematically explore linguistic variation, change and stability in 19th-century English and particularly focus on corpus-assisted pragmatic and sociolinguistic investigations of genres as diverse as historical grammars, pamphlets, newspaper reports or narrative fiction. These observations will be contextualised with the groundbreaking historical, political, economic, social and cultural developments that take place during the 19th century.

Registration: Please send a message to Nicole Becker at ***nicole.becker@as.uni-heidelberg.de***

American English

Prof. Z. Kövecses Thu, 18:15 - 19:45 AS Room 113

English, and especially American English, has become the most significant world language. How can we explain its significance? This is an issue that has not been explored in the depth that it deserves. Like any other language, it has its own history, it displays a great deal of variation, and it is characterized by a number of important language debates. While all of these make American English unique, they do not provide an answer to our question. The success of American English should be sought elsewhere. We propose that one major reason for the success of American English can be found in the intellectual traditions that have shaped it over the centuries.

The first half of the course offers a basic introduction to the study of American English. We will discuss such topics as British and American English differences (pronunciation, spelling, vocabulary, grammar), the history of AE, varieties of AE (regional, social, and stylistic variation), and American slang. In the second half of the course, we identify the most important reasons for the divergences between British and American English. We study the historical, social, philosophical-ideological, literary, etc. contexts in which American English emerged as a distinct variety of the English language.

Registration: Please register by sending an email to: ***anmeldung.koevecses@as.uni-heidelberg.de***

Indian English

PD Dr. N. Nesselhauf Thu, 09:15 - 10.45 AS Room 112

Indian English is a second language variety of English with both a large number of speakers and a high degree of institutionalisation. In this seminar, you will first be introduced to basic facts, concepts, and models in the study of World Englishes. Then, we will take a look at the status of and the attitudes towards English in India, which will be followed by an attempt to get a comprehensive insight into both sociolinguistic and structural features of Indian English. We will investigate by whom and in which contexts English is predominantly used, what its phonological, lexical, syntactic, and discourse features are, how these vary, and whether it might, therefore, be more appropriate to refer to "Indian Englishes". Finally, we are also briefly going to touch on the issue of the use of English in the Indian diaspora (i.e. by Indians who have emigrated to other English-speaking countries).

Students will be expected to carry out their own empirical research projects.

Texts: Introductory Reading: Sailaja, Pingali (2009): *Indian English*. Edinburgh: Edinburgh University Press.

Sociolinguistic Registers

Prof. B. Glauser Fri, 09:15 - 10:45 AS Room 113

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

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

Language and Identity

Prof. S. Kleinke Tue, 11:15 - 12:45 AS Room 110

Language is an important means in the construction of human identity. We use language to position ourselves in society in terms of gender, age place of origin, education, profession, and political or religious beliefs. However, individual, personal identities are always constructed against the background of group identities and are thus the product of a complex web of internal and external interpretations. The first part of the course will contextualise the linguistic construction of personal and group identities within the framework of different linguistic disciplines. Later on, we will look at empirical research focusing on the linguistic construction and perception of personal and group identitiy. Part three of the course will take place at the international symposium "The Linguistic Construction of Personal and Group Identity – Structure, Pragmatics, Cognition" to be held at the Department of English, University of Heidelberg, 26th – 28th September 2013. Students will participate in the conference and take part in a special data-discussion workshop run by experts in the field, where they can present and discuss the data of their own small-scale research projects.

Participants are supposed to take part in the international symposium "The Linguistic Construction of Personal and Group Identity – Structure, Pragmatics, Cognition" to be held at the Department of English, University of Heidelberg, 26th – 28th September 2013 – look out for posters and announcements on the homepage of the AS. Here you can get a first glimpse of current research issues covering theoretical as well as practical and empirical research questions.

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

Registration: Please register by sending an email to: ***anmeldung.kleinke@as.uni-heidelberg.de***

Discourse presentation

Prof. M. Short Wed, 11:15 - 12:45 NUni HS 12a

It is difficult to imagine a narrative without a report of other people's speech, writing or thought. There are different ways of telling or showing these. This holds true for all types of narrative – oral or written, literary or non-literary. The basic assumption in real-world speech and writing presentation is that some antecedent discourse has taken place, which is then reported in a relatively direct or indirect way, that is, it may be reported in a way that the reported discourse is either closer to the character's/speaker's words or is guided more noticeably by the reporter. Different types of discourse presentation may be transferred by a number of repetitive linguistic patterns, but they have different functions and effects or even ideological implications. These real-world assumptions are then carried over into fictional discourse presentation, but with some significant differences.

This seminar will review some of the major approaches to discourse presentation and discuss their theoretical and methodological implications. Drawing on Semino and Short (2004), who further develop Leech and Short's (1981/2007) model and who investigate speech, writing and thought presentation in a corpus of 20th-century narrative fiction, newspaper reports and autobiography, we will analyse and interpret discourse presentation in a diversity of text types and corpora, both past and present. We will also practise tagging, analysing and interpreting discourse presentation phenomena in a range of text types.

Objectives:

- Students will study the different scales of discourse presentation (speech, writing and thought presentation).
- Students will study the different forms of speech, writing and thought presentation.
- Students will learn how to analyse different types of texts for the occurrence of discourse presentation and its effects.
- Students will compile a small corpus of Present-Day English newspaper reports and fictional narratives.
- Students will discuss the advantages and challenges of a corpus-based approach to the analysis of discourse presentation.

Course requirements:

- Active participation in class.
- Joint compilation of a corpus in class to be tagged for the occurrence of discourse presentation.
- Group-Presentation of short analyses of discourse presentation in respective texts from the corpus.
- A term paper of 8.000 words which consists of a hands-on stylistic analysis and has to be submitted by 31 August 2013.

Texts:

- Leech, Geoffrey. N. and Short, Michael. H. (2007). *Style In Fiction*. 2nd edition. London: Longman.
- Semino, Elena, and Mick Short (2004). *Corpus Stylistics: Speech, Writing and Thought Presentation in a Corpus of English Writing.* London: Routledge.
- Semino, Elena, Mick Short and Wynne, Martin (1999). 'Hypothetical Words and Thoughts in Contemporary British Narratives'. *Narrative* 7 (3), 307-34.

- Short, Mick (2012). 'Discourse Presentation and Speech (and Writing, but not Thought) Summary.' *Language and Literature. Journal of the Poetics and Linguistics Association* 21 (1): 18-33.
- Toolan, Michael (2001 [1988]). *Narrative: A Critical Linguistic Introduction*. London: Routledge, 119-42.

Registration: Please send a message to Nicole Becker at ***nicole.becker@as.uni-heidelberg.de***

Metaphor and Culture

Prof. Z. Kövecses Fri, 11:15 - 12:45 AS Room 112

This course examines the manifold relationships between metaphor and culture. We take culture to be both a process and a product. It is a product in the sense that groups of human beings share certain understandings of the world and it is a process in the sense that these understandings are created by means of a variety of cognitive processes. One of the main cognitive processes whereby we understand much of our world is metaphor. We take metaphor in the cognitive linguistic sense of "understanding one domain in terms of another." But it is clear that metaphor is not only and simply a "cognitive" device. Metaphors also function in a context. By context, we will mean both the wider and narrower situation and the cotext (the linguistic environment) in which metaphors are used. Culture can then be seen as part of the context. Context, in this sense, has a double role in the use of metaphor: both in the comprehension and creation of metaphor.

Examining the relationship between metaphor and context, including culture, raises several issues. Among them are the following: (1) How does context facilitate the comprehension of metaphors? (2) How does context facilitate the production (creation) of metaphors? (3) Is it possible that metaphor can actually constitute the physical reality of cultures? (4) How can human beings achieve metaphorical creativity? (5) How do theories of culture square with the cognitive linguistic view of metaphor? We discuss these and additional issues by looking at a variety of specific case studies involving the relationship between metaphor and context (culture). For example, we look at how people can create novel metaphors both in everyday language and in poetry; we analyze the phrase "the pursuit of happiness" in the Declaration of Independence; we make an attempt to understand how Christianity works; we explore the cognitive mechanisms of humor; we assess the similarities and differences between the cognitive linguistic view of culture and other theories, especially postmodernism.

Registration: Please register by sending an email to: ***anmeldung.koevecses@as.uni-heidelberg.de***

5.2. Hauptseminar Literaturwissenschaft

Course Requirements (unless noted otherwise):

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

Upward Mobility and 19th-Century Realism

Prof. G. Brown/Prof. G. Leypoldt Thu, 11:00 - 13:15 AS Room 116

Striving for higher states is a common literary motif, but the problem of social upward mobility – a person's "rise" in status and wealth – becomes a major concern within the shifting class hierarchies of nineteenth-century societies during the period of classic realism. What makes upward mobility stories so productive as a plotting-device for realist fiction is the tension between two concepts of individual self-improvement: one, the popular "rags-to riches" narrative that defines upward mobility mainly in terms of material-economic success (epitomized by Horatio Alger's *Ragged Dick* series and the "American-Dream" framework founded by Benjamin Franklin's *Autobiography*); the other, the romantic *Bildungsroman* story of "authentic" self-realization where individual growth must be an inner process detached from the "vanity fair" of material success and external status. In this seminar we will look at four classic realist novels that address the upward mobility motif within a range of nineteenth-century realist frameworks: Honoré de Balzac's *Père Goriot* (1835), Charles Dickens' *Great Expectations* (1861), William Dean Howells' *The Rise of Silas Lapham* (1885), and Theodore Dreiser's *Sister Carrie* (1900).

Texts: All texts are available in Project Gutenberg open-access online versions, but I would suggest the following editions: Theodore Dreiser's *Sister Carrie*, ed. Donald Pizer, NY: Norton Critical Editions, 2006 (ISBN: 0-393-92773-3); William Dean Howells, *The Rise of Silas Lapham*, ed. Don L. Cook, Norton Critical Editions, 1982 (ISBN 978-0393091656); Charles Dickens, *Great Expectations* (Norton or Penguin or Oxford World Classics); Honoré de Balzac, *Le Père Goriot* (any edition in English, German, or the original French). Please read all four novels by the beginning of the term.

Registration: Anmeldung per E-Mail bis zum 15.02.2013: ***leypoldt@as.uni-heidelberg.de***

American Puritanism

Prof. J. Stievermann Tue, 10:15 - 11:45 Theol. Dekanat

Description will be available online.

Registration: Please send an E-Mail to ***jstievermann@hca.uni-heidelberg.de***

The Short Story

M. Brown Wed, 14:00 - 16:15 AS Room 114

The short story was invented in the middle of the nineteenth century. (Surprised? Look it up in the OED.) Many kinds of short fiction preceded it, including anecdote, parable, jest, fable, novella, fairy tale, and others, but the short story, focusing on atmosphere rather than plot or moral, was a novelty. In the decades before and after 1900 there was a tremendous output of short stories in most of the Western countries, with a prominence rarely equaled since. In this course we will survey the output of major figures of the era, considering the special qualities, the aims, the themes, and the local and national significance of these small forms. A new way of writing stories implies new kinds of attention and new standards and hierarchies of value; the aim will be to understand the formal qualities of the early short story and their ideological consequences. With stories from Boccaccio and from German and American Romantics including Poe as a background, we will read selections from these authors: Poe, Maupassant, Conan Doyle, Verga, Chekhov, Joyce, Mansfield.

Texts: To be announced.

Registration: Anmeldung per E-Mail bis zum 15.02.2013: ***elke.hiltner@as.uni-heidelberg.de***

Urban Inequalities – An Interdisciplinary Approach

Prof. Gerhard/Prof. G. Leypoldt Mon, 14:15 - 15:45 HCA

Urban space in the United States is divided by various spatial and cultural borders (poor/affluent, white/black or ethnic, blue-collar/"creative-class," etc.). The resulting social and spatial inequality shapes America's urban geography and its cultural and literary self-perception.

In this interdisciplinary seminar we will explore the geographical as well as the cultural and literary-imaginary dimensions of urban inequality in the US. Examining a variety of theories in spatial disparity research, we will discuss different theories (e.g., Chicago School, Los Angeles School of Postmodern Urbanism, social exclusion) and forms of urban inequality (vertical dimensions such as income, employment; horizontal dimensions such as education, access to the social and cultural infrastructure of the city), and look at how various recent urban trends contribute to uneven urban development (such as, for example, the formation of gated communities, the restructuring of the American black ghetto, and different forms of re-urbanisation). We will also look at the lived experience of the different groups inhabiting a city and their perception of unequal spaces. How do disempowered groups cope with the normality of exclusion? What tactics or strategies do they develop? Finally we will problematize the issue of urban social cohesion, and the question of whether urban inequalities can be mitigated by fighting spatial compartmentalization.

Texts: A detailed bibliography will be provided in the term break.

Registration: Anmeldung per E-Mail bis zum 15.02.2013: ***leypoldt@as.uni-heidelberg.de***

Shakespeare's Great Tragedies

PD Dr. B. Hirsch Wed, 11:15 - 12:45 AS Room 333

Presumably written between 1600 and 1606, *Hamlet*, *Othello*, *King Lear* and *Macbeth* rank among Shakespeare's most accomplished dramatic achievements and are thus commonly referred to as his 'great tragedies'. Starting with an exploration of their historico-cultural context (i.e. the late Elizabethan and early Jacobean period) and Shakespeare's scrappy biography, we shall attempt to gain a deeper understanding of the four plays' complexities. In doing so, our discussions will centre upon Shakespeare's sources, his dramatic technique and major thematic interests. Moreover, in order to assess the great tragedies' potential to stimulate ever new readings, we shall also consider a number of critical responses (ranging from 19th century 'affective criticism' to deconstructive, gender-related and postcolonial readings) as well as selected cinematic adaptations.

Texts: Primary sources:

All participants are strongly advised to purchase the Arden edition of *Hamlet* (ed. A. Thompson), *Othello* (ed. E.A.J. Honigman), *King Lear* (ed. R.A. Foakes) and *Macbeth* (ed. K. Muir). The reading should have been completed by the beginning of term.

Recommended secondary sources:

- Danson, Lawrence, "Tragedy", in: *Shakespeare's Dramatic Genres*. Oxford et al. 2000, pp. 113-141.
- Marsh, Nicholas, *Shakespeare: The Tragedies.* New York, 1998.
- Mehl, Dieter, *Die Trag?ien Shakespeares*. Berlin, 1983.
- Schabert, Ina (ed.), *Shakespeare-Handbuch: Die Zeit ∃ der Mensch ∃ das Werk.* Stuttgart, [5]2009.
- Wells, Stanley, ed. *The Cambridge Companion to Shakespeare Studies.* Cambridge et al., 2000.

Race on the Early Modern Stage: Shakespeare's Merchant of Venice, Othello, Tempest

PD Dr. A. Kreis-Schinck Fri, 09:00 - 12:15 AS Room 333

Writing at a time when the English colonial enterprise was just taking off Shakespeare approached the question of racial and therefore cultural hierarchies in a few plays. Most notably the issue of racial difference is dramatized in *The Merchant of Venice* (1594?), *Othello* (1603) and *The Tempest* (1611), albeit with the help of three different ethnic minorities: the Jew, the Moor and - yes, indeed, what is Caliban meant to represent?

In this seminar we will try to analyze how Englishness was shaped on the early modern stage vis-a-vis its other, how the social imaginary of early modern England tried to come to terms with inter-religious, intercultural and interracial encounters.

Apart from these issues our discussions will include aspects of genre and gender, politics and class, dramatic language and, of course, the playhouses for which these plays were written.

Students wishing to participate must have read the three plays in a recent edition (Cambridge, Oxford etc) because of the "Introduction".

Please note that this is a fortnightly course - dates will be announced after registration.

Romanticism

Dr. K. Frank Thu, 11:15 - 12:45 AS Room 112

In the second half of the 18th century in England, writers start experimenting with radically new forms of poetic self-expression, redefining former ideas about the creative imagination of the artistic self. New ways of perceiving and describing nature, of celebrating inspiration and the power of the poetic text, but also of criticizing social injustice are established and shape the way we think about poetry until today. In order to trace the beginnings and developments of this literary revolution, we will start with pre-Romantic poetry, e.g. by Thomson and Gray, and then work our way towards the peak of Romanticism and its changes in the second generation of writers. While our main focus will be on poetry, we will also discuss the rise of Gothic fiction and shed some light on major philosophical, political and aesthetic debates of the time.

Texts: Please buy: *The Penguin Book of Romantic Poetry*, eds. Jonathan and Jessica Wordsworth (Harmondsworth: Penguin, 2001). If you already have a similar anthology, please contact me.

Useful introduction: Aidan Day, *Romanticism* (London: Routledge, ²2012).

Registration: Please register by E-Mail to: ***Kerstin.Frank@as.uni-heidelberg.de***

Literature Turned Spectacle: Popular Performative Practices in Gilded Age America

PD Dr. M. Peterfy Thu, 14:15 - 15:45 AS Room 113

During the last third of the nineteenth century, Americans were not just enthusiastic theatregoers, but they created and attended also other forms of public performances. In this seminar, we will look at a sample of these often hybrid performative genres, such as Authors' Carnivals, Vaudeville productions, extravaganzas, burlesques, pageants, etc. We will examine these examples of American popular culture with the critical tools of performance and media studies, and with the help of digital archives and electronic databases.

Texts: A Reader with additional documents will be available at the beginning of the semester.

Registration: Please sign up via E-Mail to: ***peterfy@uni-mainz.de***

Multiperspectivity in Contemporary British Novels

Prof. V. Nünning Wed, 11:15 - 12:45 AS Room 115

Every interpretation of a novel has to deal with the problem of multiperspectivity: usually, there is more than one character present – even Defoe's Robinson Crusoe had his Friday – and it has to be determined what the relations between the different perspectives of characters and narrators are. We have to decide which characters hold views we approve of and therefore embody positive values (and why that is so), and which ones are being implicitly criticized. In contemporary novels, the problem is even more pressing, since we are usually dealing with a large number of characters with widely divergent points of view, values and personality traits. Quite often, we do not even know which characters or narrators we can trust.

The Hauptseminar will tackle those questions with regard to a few contemporary novels covering a broad spectrum of forms of multiperspectivity.

The time for such a discussion seems propitious, since two recently published theoretical studies on multiperspectivity open up new perspectives of research: we will therefore take into account these new approaches and see which ways of dealing with multiperspectivity are most promising.

Texts: Novels:

- Jonathan Franzen, *The Corrections* (2001); Ian McEwan, *Enduring Love* (1997); Meera Syal, *Life Isn't All Ha Ha Hee Hee* (1999)

Theoretical Studies:

- Felicitas Menhard, *Conflicting Reports: Multiperspektivisches Erzählen und unzuverlässiges Erzählen im englischsprachigen Roman seit 1800*. ELCH 36. Trier: WVT, 2009.
- Markus Hartner, 2012. *Perspektivische Interaktion im Roman: Kognition, Rezeption, Interaktion*. Berlin/New York: de Gruyter.
- Ansgar and Vera Nünning, „Von ‚der' Erzählperspektive zur Perspektivenstruktur narrativer Texte: Überlegungen zur Konzeptualisierung und Untersuchbarkeit von Multiperspektivität." In: Dies. (Hgg.), 2000. *Multiperspektivisches Erzählen: Studien zur Theorie und Geschichte der Perspektivenstruktur im englischen Roman des 18. Bis 20. Jahrhunderts*. Trier: Wissenschaftlicher Verlag Trier, 3-38.

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 E-Mail address by 28th February: ***Vera.Nuenning@urz.uni-heidelberg.de***

6. Examensvorbereitung / Kolloquien

6.1. Sprachwissenschaft

Colloquium for exam candidates

Prof. S. Kleinke Tue, 14:15 - 15:45 AS Room 110

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.

Texts: Kortmann, Bernd (2005): *English Linguistics: Essentials*. Berlin. Cornelsen (Zur Anschaffung empfohlen).

Weitere Literaturhinweise in der ersten Sitzung.

Registration: Please sign up via E-Mail to: ***Anmeldung.Kleinke@as.uni-heidelberg.de***

Colloquium for exam-candidates

Prof. B. Glauser Tue, 14:15 - 15:45 AS Room 333

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.

Research Colloquium

Prof. S. Kleinke Wed, 18:15 - 19:00 AS Room 112

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.

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

Registration: Please sign up during my office hours (preferred) or via E-Mail to: ***Anmeldung.Kleinke@as.uni-heidelberg.de***

The Structure of Present-Day English

Dr. M. Isermann Mon, 18:00 - 19:30 AS Room 108

One objective of this course is to provide students with an apportunity 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.

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

Registration: Please sign up on the list on my door (325). Priority is given to those who are taking the structure of PDE Klausur in the Staatsexamen directly after the end of term.

Colloquium

Prof. B. Busse Tue, 14:15 - 15:45 NUni HS 12a

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

Registration: Please send a message to Nicole Becker at ***nicole.becker@as.uni-heidelberg.de***

6.2. Sprachwissenschaft

Translation for Exam Candidates

K. Henn Mon, 16:15 - 17:45 AS Room 116

D. O'Brien Tue, 11:15 - 12:45 AS Room 108

This course will prepare you for Klausur I of the Staatsexamen. We will go through a past exam each week, and 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 semester.

Registration: Registration is through SignUp only!

6.3. Literaturwissenschaft

Kolloquium

Prof. V. Nünning Mon, 14:15 - 15:45 AS Room 115

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.

Preparing for the Final Exam

Prof. D. Schloss Tue, 16:15 - 17:45 AS Room 112

Das Kolloquium besteht aus 8 doppelstündigen Sitzungen und dient der Vorbereitung mündlicher und schriftlicher Magister- und Staatsexamensprüfungen mit einem Schwerpunkt in der Amerikanistik. Im Sommersemester ist das Rahmenthema der Staatsexamensklausur "The Literature of the American Renaissance." Anhand von Beispieltexten wird die schriftliche Prüfung geübt. Die Erörterung der Epochen der amerikanischen Literatur- und Kulturgeschichte anhand von Werkbeispielen ist ein weiterer Programmpunkt. Darüber hinaus orientiert sich die Diskussion an den mündlichen Schwerpunktthemen der Teilnehmer. Der Termin der ersten Sitzung wird Anfang des Sommersemesters bekannt gegeben.

Registration: Anmeldungen per E-Mail bitte an ***Dietmar.Schloss@urz.uni-heidelberg.de***

7. Oberseminare

7.1. Oberseminar Sprachwissenschaft

Research Colloquium

Prof. S. Kleinke Wed, 18:15 - 19:00 AS Room 112

Description see page 49.

7.2. Oberseminar Literaturwissenschaft

Forschungskolloquium

Prof. G. Leypoldt Thu, 16:15 - 17:45 AS Room 114

This colloquium is intended for advanced and aspiring post-graduate students and will serve as a forum for presenting and discussing research projects and debating project-related problems of literary and cultural theory. This term, it will focus on the themes related to an upcoming workshop on American Studies (April) and an international conference (June) on contemporary reading practices.

Oberseminar

Prof. V. Nünning, Blockseminar

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

Registration: Eine persönliche Anmeldung in meiner Sprechstunde ist erforderlich.

8. Sprachpraxis

8.1. Pronunciation Practice

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."

Pronunciation Practice American English

S. Isaak	Thu, 12:15 - 13:00	ZSL 320
S. Isaak	Thu, 13:15 - 14:00	ZSL 320
S. Isaak	Thu, 14:15 - 15:00	ZSL 320
S. Isaak	Thu, 15:15 - 16:00	ZSL 320

Pronunciation Practice British English

A. Brenner	Tue, 08:15 - 09:00	Room: tba
A. Brenner	Tue, 09:15 - 10:00	Room: tba
A. Brenner	Tue, 10:15 - 11:00	Room: tba
A. Brenner	Tue, 11:15 - 12:00	Room: tba
A. Brenner	Tue, 12:15 - 13:00	Room: tba

Note: You have to sign up online for **either** British English or American English.

You will lose your place in this course if you do not attend the first session – courses start in the 1st week of the semester!

8.2. Grammar/Tense and Aspect

Course requirements: Regular attendance, homework time, exam

K. Henn	Mon, 14:15 - 15:45	AS Room 116
K. Pfister	Tue, 09:15 - 10:45	AS Room 114
C. Burmedi	Tue, 11:15 - 12:45	AS Room 122
K. Henn	Tue, 16:15 - 17:45	AS Room 115
D. O'Brien	Wed, 09:15 - 10:45	AS Room 122
K. Pfister	Thu, 09:15 - 10:45	AS Room 114

The aims of this course are twofold: to help you use tense and aspect correctly, and to help you identify typical errors and explain your corrections. Almost all the classes (regular attendance: 1 credit point) will be based on homework set the week before (estimated homework time: 2 hours per week, 1 credit point). Your grade will be based on a centralized exam at the end of the course (1 credit point).

8.3. Grammar/Tense and Aspect for Repeat Students

C. Burmedi	Fri, 09:15 - 10:45	AS Room 122
C. Burmedi	Fri, 11:15 - 12:45	AS Room 122

Only students who have failed Grammar 1 in a previous semester may register for this course! Students in the Repeat Course will be asked to approach the learning materials with more self-reliance than in the original course. They will be expected to review the Grammar 1 handouts and formulate questions for class discussion as homework. Class work will then consist of in-depth discussion of typical mistakes and exam type exercises.

8.4. Writing/Essential Skills for Writing

Course requirements: Regular attendance, homework time, exam

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

W. Ledbetter	Mon, 09:15 - 10:45	AS Room 112
W. Ledbetter	Mon, 11:15 - 12:45	AS Room 113
D. O'Brien	Tue, 09:15 - 10:45	AS Room 122
K. Henn	Tue, 11:15 - 12:45	AS Room 116
K. Henn	Tue, 14:15 - 15:45	AS Room 115
W. Ledbetter	Thu, 09:15 - 10:45	AS Room 108
K. Henn	Thu, 11:15 - 12:45	AS Room 108
D. O'Brien	Fri, 11:15 - 12:45	AS Room 116

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.

8.5. Translation into English/Structure and Idiom

Course requirements: Regular attendance, homework time, exam

Note: 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).

K. Pfister	Mon, 11:15 - 12:45	AS Room 112
W. Ledbetter	Mon, 14:15 - 15:45	AS Room 113
W. Ledbetter	Mon, 16:15 - 17:45	AS Room 113
B. Gaston	Wed, 14:15 - 15:45	AS Room 108
B. Gaston	Wed, 16:15 - 17:45	AS Room 108
K. Pfister	Thu, 11:15 - 12:45	AS Room 115
A. Mau	Thu, 16:15 - 17:45	AS Room 116
A. Mau	Thu, 18:15 - 19:45	AS Room 116

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.

8.6. English in Use

Business English

K. Zawatzky Mon, 11:15 - 12:45 AS Room 115

This course will cover the business topics of jobs and careers, management and marketing and cultural awareness as well as placing a special emphasis on perfecting business communication skills: telephoning, meetings and negotiations and social English.

Vocabulary and Idiom

D. O'Brien Thu, 09:15 - 10:45 AS Room 122

The aim of this course is to help you expand and enrich both your active and passive vocabulary in English. You will begin by familiarizing yourselves with your dictionaries and then go to look at such areas as *word formation*, *semantic fields*, *phrasal verbs*, *false friends*, and *register and style*. In addition, we will deal with various topic areas each work (for example: *politics*, *personal finance*, *books*, *the media*, *education*, *health*, and *sport* to mention just a few) by means of exercises and newspaper articles. The emphasis of the course will be on practical work – you will be confronted with a myriad of exercises to do at home and in class.

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

Texts: There is no set course book.

A good up-to-date learner's dictionary (Longman DCE, OALDE, Collins COBUILD etc.) will be essential for class.

English for Meetings and Moderation

K. Gunkel Thu, 11:15 - 12:45 AS Room 333

Effective communication, mediation and negotiation skills have become vital factors in our professional lives. With thorough preparation and convincing arguments, well presented to your audience, you can achieve your goals with greater ease. As a meeting or conference moderator, your goal is to effectively achieve structured and documented results during your meetings. Would you like to utilize the competence of all the participants in a meeting and to foster a productive atmosphere, even in an international environment? Then this course is for you.

KISS – English Presentations Skills

Course requirements: PowerPoint/Keynote.

Two 5-minute presentations; One 15-minute end-of-term presentation.

K. Gunkel Fri, 08:30 - 10:00 AS Room 108

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.

8.7. Advanced Writing/Academic Essay Writing

Please note:

As of summer 2013, Academic Essay Writing / Advanced Writing consists of a lecture plus a Moodle (online) class. Details on how to enroll for a moodle class will be covered in the first lecture.

Prerequisites:

- 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.

C. Burmedi Tue, 09:15 - 10:45 NUni HS 01

This course consists of a lecture and an online class.

The lecture portion of the course will introduce strategies for approaching a variety of academic papers. It will cover tools such as outlines and game plans so that your papers can be clearly structured, and proofreading and editing tips to help you polish your work.

In addition to the lecture, you will be assigned to a Moodle section where the principles enumerated in the lecture can be practiced. Here you will have the opportunity not only to hone your own skills as a writer, but to practice effectively evaluating other students' writings.

After completing the course, you will be prepared to write the kinds of academic essays most often required for university courses as well as on essay examinations.

8.8. Stylistics/Grammar and Style II

Course requirements: Regular attendance, active participation, regular homework assignments, final essay.

Prerequisites:

- 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, Strucutre 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.

Text Types: Description and Narration

C. Burmedi	Mon, 09:15 - 10:45	AS Room 122
C. Burmedi	Mon, 11:15 - 12:45	AS Room 122
B. Gaston	Tue, 09:15 - 10:45	AS Room 113
B. Gaston	Tue, 14:15 - 15:45	AS Room 122

The intention of this course is to enable students to understand and produce descriptive and narrative texts. We will start with description, focusing on theatrical reviews 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 fables, fairy tales and ballads will be examined, translated and produced throughout the semester.

Text Types: Exposition and Argumentation

B. Gaston	Mon, 09:15 - 10:45	AS Room 116
D. Stewart	Tue, 09:15 - 10:45	AS Room 108
D. Stewart	Tue, 11:15 - 12:45	AS Room 114
D. O'Brien	Thu, 16:15 - 17:45	AS Room 122

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").

8.9. Description and Narration

Course requirements: Regular attendance, active participation, regular homework assignments, final essay.

Prerequisites:

- New Lehramt: Tense and Aspect, Structure and Idiom, Essential Skills for Writing, Academic Essay Writing.
- New 75% BA: Tense and Aspect, Strucutre and Idiom, Essential Skills for Writing, Academic Essay Writing.
- New 50% BA: Essential Skills for Writing, Academic Essay Writing.

Note: 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 lease look at “Stylistics/Grammar and Style II” on page 58.

C. Burmedi	Mon, 09:15 - 10:45	AS Room 122
C. Burmedi	Mon, 11:15 - 12:45	AS Room 122
B. Gaston	Tue, 09:15 - 10:45	AS Room 113
B. Gaston	Tue, 14:15 - 15:45	AS Room 122

Description see page 58.

8.10. Exposition and Argumentation

Course requirements: Regular attendance, active participation, regular homework assignments, final essay.

Prerequisites:

- New Lehramt: Tense and Aspect, Structure and Idiom, Essential Skills for Writing, Academic Essay Writing.
- New 75% BA: Tense and Aspect, Strucutre and Idiom, Essential Skills for Writing, Academic Essay Writing.
- New 50% BA: Essential Skills for Writing, Academic Essay Writing.

Note: 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 lease look at "Stylistics/Grammar and Style II" on page 58.

B. Gaston	Mon, 09:15 - 10:45	AS Room 116
D. Stewart	Tue, 09:15 - 10:45	AS Room 108
D. Stewart	Tue, 11:15 - 12:45	AS Room 114
D. O'Brien	Thu, 16:15 - 17:45	AS Room 122

Description see page 58.

8.11. Translation II (E-G)

Course requirements: Regular attendance, active participation, regular homework assignments, a group project, final exam

K. Gunkel	Wed, 09:15 - 10:45	AS Room 333
K. Gunkel	Thu, 08:30 - 10:00	AS Room 333

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.

8.12. Advanced English in Use

Text Types: Description and Narration

C. Burmedi	Mon, 09:15 - 10:45	AS Room 122
C. Burmedi	Mon, 11:15 - 12:45	AS Room 122
B. Gaston	Tue, 09:15 - 10:45	AS Room 113
B. Gaston	Tue, 14:15 - 15:45	AS Room 122

Description see page 58.

Text Types: Exposition and Argumentation

B. Gaston	Mon, 09:15 - 10:45	AS Room 116
D. Stewart	Tue, 09:15 - 10:45	AS Room 108
D. Stewart	Tue, 11:15 - 12:45	AS Room 114
D. O'Brien	Thu, 16:15 - 17:45	AS Room 122

Description see page 58.

Latin Elements in English

D. Stewart	Thu, 14:15 - 15:45	AS Room 116

Latin has been a major source of and influence on the vocabulary of English throughout its history. This course will provide a systematic introduction to the principles of word analysis, synthesis, and pronunciation of English words of Latin origin. This is a hands-on course, and homework will be assigned on a weekly basis. Grades will be based on a series of in-class quizzes.

Advanced Translation into English

P. Bews	Thu, 16:15 - 17:45	AS Room 112

This course is primarily intended for students planning to take the"old" Staatsexamen, in which there is a translation exercise, but BA students are also welcome – beware, though, the level is high!

There will be weekly assignments dealing with typical translation problems.

Note: Students taking their exam in 2013 are not eligible for this course as there is a special preparation course for you, taught by Kay Henn or Derek O'Brien.

Registration: For BA students via SignUp, SE students please send me an E-Mail to ***Peter.Bews@as.uni-heidelberg.de***

9. Fachdidaktik

9.1. Fachdidaktik I

Course requirements: Regelmäßige Anwesenheit, aktive Teilnahme, eine Hausarbeit von ca. 10 Seiten oder ein gehaltenes Referat und dessen schriftliche Zusammenfassung.

Das Lehrwerk

H. Weißling	Mon, 11:15 - 12:45	AS Room 114
S. Mußmann	Mon, 16:15 - 17:45	AS Room 115
S. Mußmann	Mon, 18:00 - 19:30	AS Room 115
J. Naßutt	Wed, 18:15 - 19:45	AS Room 122
I. Sikora-Weißling	Thu, 14:15 - 15:45	AS Room 115
I. Sikora-Weißling	Thu, 16:15 - 17:45	AS Room 115

Erwartet wird die Bereitschaft, fachwissenschaftliche Inhalte funktional mit fachdidaktischen Fragestellungen zu verbinden.

Die Qualifikationsziele sind die Sensibilisierung für zentrale fachdidaktische Fragestellungen, die Kenntnis theoretischer Grundlagen eines kompetenzorientierten Fremdsprachenunterrichts und der Erwerb von Grundkonzepten altersgerechten Fremdsprachenunterrichts.

Das Fachdidaktik-Modul 1 orientiert sich an den Inhalten und Erfordernissen des Schulpraxissemesters:

- den theoretische Grundlagen zum Fremdsprachenerwerb und -lernen, der Didaktik und Methodik des kompetenzorientierten und kommunikativen Englischunterrichts wie Sprachtätigkeiten, sprachliche Mittel, interkulturelle Kompetenz, Lernstrategien
- den Grundlagen der Beobachtung, Planung, Durchführung und Reflexion von Englischunterricht
- den Methoden und Medien im Fremdsprachenunterricht.

9.2. Fachdidaktik II

Ganzschrift

S. Schwarz Thu, 14:15 - 15:45 AS Room 122

Die Veranstaltung richtet sich an Studentinnen und Studenten nach dem Praxissemester.

Im Mittelpunkt steht die Behandlung von Ganzschriften in verschiedenen Klassenstufen.

Literaturwissenschaftliche und didaktisch-methodische Aspekte der unterrichtlichen Behandlung werden vorgestellt, gemeinsam und selbstständig erarbeitet, verglichen und reflektiert.

Anforderungen: regelmäßige und aktive Teilnahme, Vor- und Nachbereitung mehrerer Schullektüren, Impulsreferat mit schriftlicher Dokumentation oder Hausarbeit im Umfang von ca. 10 Seiten.

Arbeit mit Texten

B. Köhler-Kresin Thu, 16:15 - 17:45 AS Room 110

Die Veranstaltung richtet sich an Studentinnen und Studenten nach dem Praxissemester. Im Mittelpunkt stehen die Arbeit mit Texten aller Formate aus den Lehrwerken der Unter-, Mittel, und Oberstufe am Gymnasium sowie die Besprechung von Jugendliteratur im Unterricht.

Literaturwissenschaftliche und didaktisch-methodische Aspekte sollen vorgestellt und erprobt werden.

Anforderungen: regelmäßige und aktive Teilnahme, Hausarbeit.

9.3. Preparation Course for Assistant Teachers

Preparation Course for Assistant Teachers

K. Henn Thu, 14:15 - 15:45 AS Room 108

This is a course aimed primarily at students who have applied to go abroad as assistant teachers in the 2013-14 school year. After a brief introduction to the British school and exam system, the kind of level you can expect, and core communicative teaching techniques, you will be spending the semester holding short classes in speaking skills using your classmates as your students. The idea is that by the end of the semester you will have not only gained classroom confidence and a store of ideas you can use in your teaching but also had a lot of fun and made friends with people whose floor you can sleep on in the half-term holidays.

Note: There is NO Fachdidaktik credit for this course.

10. Ethisch-Philosophisches Grundstudium

Romantic Poetry and Politics

Dr. H. Grundmann Wed, 11:15 - 12:45 AS Room 116

Description see page 29.

Anglo-Indian Encounters: History, Theory & Fictional Representations

PD Dr. B. Hirsch Wed, 16:15 - 17:45 AS Room 110

Description see page 30.

Representations of "the" Indian in Colonial America and the Early Republic

PD Dr. M. Peterfy Tue, 11:15 - 12:45 AS Room 113

Description see page 38.

11. Lektürekurs

Hot Off the Press

Prof. D. Schloss/Dr. H. Jakubzik Wed, 18:15 - 19:45 AS Room 333

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* ***(more information on buchhandel.de)***

Note: No registration necessary – students of all semesters are welcome.

12. Übergreifende Kompetenzen

Language Reading Group

Dr. F. Polzenhagen Fri, 11:00 - 12:30 AS Room 114

Die Language Reading Group ist ein offenes Diskussionsforum für Studierende, die sich für Fragen zu Sprache und Kognition interessieren. Einmal die Woche besprechen wir einen ausgewählten Text, in dem Sprache als ein kognitives Phänomen aufgefasst und behandelt wird. Im Zentrum stehen Fragen wie:

- Wie lernen Kinder Sprache?
- Beeinflusst die Sprache, die wir sprechen, unser Denken?
- Was passiert im Kopf, wenn wir Sprache benutzen oder eine neue Sprache lernen?
- Wie ist die Sprache entstanden? Was ist ihr Ursprung? Wie hat sie sich entwickelt?
- Ist Sprache ein Fenster zum Geist?

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

N. Leypoldt Mon, 18:15 - 19:45 AS Room 112

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 (Lehrplan siehe ***http://www.teg.ie/pdf/A1_syll.pdf***). Besondere Interessen der Studierenden werden nach Möglichkeit berücksichtigt.

Slán go fóill! („Tschüß für jetzt“)

Anmeldung: Per E-Mail unter ***niamh.leypoldt@t-online.de***

Creative Writing

P. Bews Thu, 18:15 - 19:45 AS Room 112

This course is intended for all those who enjoy writing, whether short stories, poems, plays or filmscripts.

While the fun element is omni-present, it has to be remembered that the prime goal is language improvement, which occurs "automatically" through the use of thesauari, dictionaries and even through regular writing.

Work is brought to class to be discussed in small groups and after class the discussions are continued in a local hostelry - for those who wish.

Hot Off the Press

Prof. D. Schloss/Dr. H. Jakubzik Wed, 18:15 - 19:45 AS Room 333

Description see page 64.

Preparation Course for Assistant Teachers

K. Henn Thu, 14:15 - 15:45 AS Room 108

This semester, the course is also open to BA students of English who have some teaching experience (e.g. givin 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 E-Mail to inquire about availability of places: ***kay.henn@as.uni-heidelberg.de***

Description see page 63.