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Anglistisches Seminar

Ruprecht-Karls-Universität Heidelberg

Letzte Korrektur: 6.2.2014

Blockseminar Theaterpraxis ergänzt, kleinere Korrekturen

PS I Smith, 2 HS Peterfy, 1 PS I Peterfy ergänzt, 1 PS Hemingway gelöscht, Fachdidaktik II korrigiert

Kommentiertes Vorlesungsverzeichnis

Sommersemester 2014

Inhaltsverzeichnis

1 Einleitung 1

1.1 Termine und Fristen 1

1.2 Leistungsbezeichnungen und Modulzuordnungen 2

1.3 Wichtige Hinweise zum Anmeldeverfahren 3

1.4 Orientierungseinheit für Studienanfänger 5

2 Vorlesungen 6

2.1 Phonetik 6

2.2 Vorlesung historische Sprachwissenschaft 7

2.3 Vorlesung moderne Sprachwissenschaft 7

2.4 Vorlesungen Literaturwissenschaft 8

2.5 Vorlesung Kulturwissenschaft 9

3 Einführungsveranstaltungen 10

3.1 Introduction to English Linguistics 10

3.2 Introduction to the Study of English Literatures 10

3.3 Tutorium EV Sprachwissenschaft 11

3.4 Tutorium EV Literaturwissenschaft 11

4 Proseminare 12

4.1 Fundamentals of Research and Writing 12

4.2 Proseminar I Sprachwissenschaft 13

4.3 Proseminar II historische Sprachwissenschaft (Überblick) 15

4.4 Proseminar II historische Sprachwissenschaft (Periode) 16

4.5 Proseminar II moderne Sprachwissenschaft 18

4.6 Proseminar I Literaturwissenschaft 19

4.7 Proseminar II Literaturwissenschaft 25

4.8 Proseminar I Kulturwissenschaft (anwendungsorientiert)/ Landeskunde 32

4.9 Proseminar I Kulturwissenschaft (theoretisch) 34

4.10 Proseminar II Kulturwissenschaft/Landeskunde 34

5 Hauptseminare 36

5.1 Hauptseminare Sprachwissenschaft 36

5.2 Hauptseminar Literaturwissenschaft 38

6 Master-Kolloquium 44

7 Examensvorbereitung/Kolloquien 44

7.1 Sprachwissenschaft 44
7.2 Literaturwissenschaft 47
7.3 Sprachpraxis 48
8 Oberseminare 49
8.1 Oberseminar Literaturwissenschaft 49
9 Fachdidaktik 50
10 Sprachpraxis 54
10.1 Pronunciation Practice BE 54
10.2 Pronunciation Practice AE 54
10.3 Grammar/Tense and Aspect 55
10.4 Grammar/Tense and Aspect for Repeat Students 55
10.5 Writing/Essential Skills for Writing 56
10.6 Translation into English/Structure and Idiom 57
10.7 English in Use 58
10.8 Advanced Writing/Academic Essay Writing 60
10.9 Stylistics/Grammar and Style II 61
10.10 Exposition and Argumentation 62
10.11 Description and Narration 63
10.12 Translation II (E-G) 64
10.13 Advanced English in Use 65
11 Ethisch-Philosophisches Grundstudium 66
12 Sonstiges 67
13 Übergreifende Kompetenzen 70

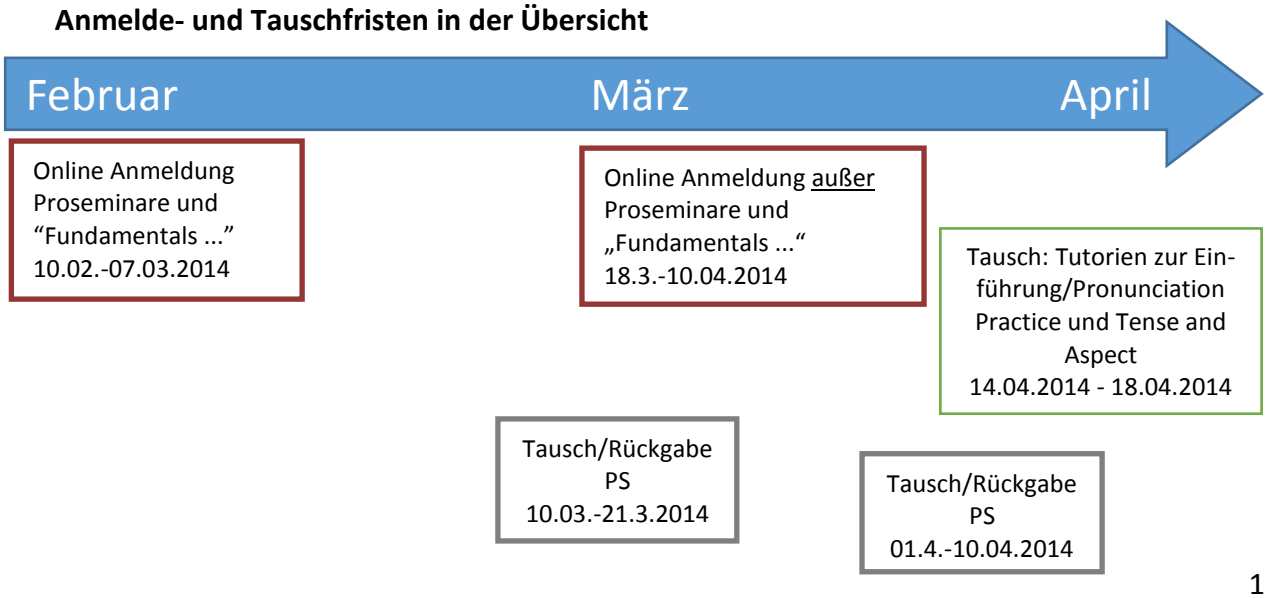
1 *Einleitung*

Die Kommentierten Ankündigungen enthalten Hinweise auf den Inhalt der einzelnen Vorlesungen, Seminare und Übungen des jeweiligen Semesters. Sie informieren außerdem über das Anmeldeverfahren und ggf. über die von Ihnen während der Semesterferien zu leistende Vorbereitung. Die erforderlichen Nachträge und Berichtigungen werden in den ersten Aprilwochen online bekanntgegeben. Bitte überprüfen Sie die Angaben zu Zeit und Ort der Lehrveranstaltungen auf der Homepage: <http://www.as.uni-hd.de>. Der Redaktionsschluss dieser PDF-Version war der 16. Januar 2014.

1.1 Termine und Fristen

Vorlesungsdauer am Anglistischen Seminar	22.04.2014 – 26.07.2014
Projektwoche	16.06.2014 – 20.06.2014
Feiertage	18.04.2014, 21.04.2014, 01.05.2014,29.05.2014, 09.06.2014, 19.06.2014
Orientierungseinheit für Studienanfänger	9.04.2014
Online Anmeldung für Proseminare und “Fundamentals of Research and Writing”	10.02.2014 – 07.03.2014
Tausch- und Rückgabemöglichkeit für Plätze in Proseminaren	10.03.2014 – 21.03.2014 01.04.2014 – 10.04.2014
Online Anmeldung für Kurse außer Proseminaren und außer “Fundamentals of Research and Writing”	18.03.2014 – 10.04.2014
NEU: Tausch Tutorien zur Einführung, Pronunciation Practice und Tense and Aspect:	14.04.2014 - 18.04.2014

Anmelde- und Tauschfristen in der Übersicht



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” werden in der Übergangsphase auch unter der Rubrik “Stylistics/Grammar and Style II” aufgelistet.

1.3 Wichtige Hinweise zum Anmeldeverfahren

Grundsätzlich wird zwischen zwei Anmeldeverfahren unterschieden:

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

Persönliche Anmeldung

Ab Erscheinen der Kommentierten Ankündigungen können Sie sich in den Sprechstunden der Kursleiterinnen und Kursleiter persönlich anmelden. Dieser Anmeldemodus gilt für alle Haupt- und Oberseminare, Kolloquien und andere Kurse, die mit dem Vermerk “persönliche Anmeldung” gekennzeichnet sind.

Online-Formularanmeldung (“Kurswahl”)

Kurstypen mit diesem Anmeldemodus (Einführungsveranstaltungen und -tutorien, sprachpraktische Übungen, Fachdidaktik) sind durch einen entsprechenden Hinweis (“Anmeldung per Online Formular”) gekennzeichnet. Am Tag nach Ablauf der Anmeldefrist werden die Listen mit den Kursen und ihren jeweiligen Teilnehmer/inne/n am Institut ausgehängt; außerdem können Sie in „Sign Up“ online einsehen, in welchen Kursen Sie einen Platz erhalten haben.

Im Sommersemester 2014 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 von 10. Februar 2014 bis 7. März 2014 und melden Sie sich zu den Proseminaren über Sign Up (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 Sign Up abzuwickeln. Inzwischen wurde eine Kommission mit der Aufgabe eingesetzt, das Verfahren weiter zu verbessern.

Regeln der Anmeldung:

Sie müssen sich für mindestens zwei oder drei – bei manchen Kursen für mindestens vier – der angebotenen Kurse anmelden. Diese Regelung ist erforderlich, um eine gleichmäßige Verteilung der Studierenden auf alle Kurse und damit die bestmögliche Betreuung zu ge-

währleisten.

Ihre Kurswahl können (und müssen) Sie je nach Ihren Dispositionen priorisieren. Die Prioritäten können Sie mit den Zahlen 1 bis 9 gewichten. 1 ist die niedrigste, 9 die höchste Priorität. Gewichten Sie also den Kurs, der am ehesten Ihren Wünschen entspricht, mit 9 Punkten und die weiteren Kurse mit entsprechenden niedrigeren Prioritäten, den zweiten Kurs also mit 8, den dritten mit 7 etc.

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

Pronunciation Practice, Haas, Tuesday 11.15 – 12.00 9 Punkte
Pronunciation Practice, Haas, Tuesday 11.15 – 12.00 4 Punkte

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

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

Alle Studierenden, die noch über kein Passwort zu ihrem URZ-Konto verfügen, erhalten dieses auf der folgenden Webseite des Universitätsrechenzentrums: <http://web.urz.uni-heidelberg

1.4 Orientierungseinheit für Studienanfänger

Am Mittwoch, dem 9. April 2014 findet in Raum 108 des Anglistischen Seminars von 10 bis 18 Uhr eine Orientierungseinheit für Studienanfänger statt. Dieses eintägige Tutorium, das aus Studiengebühren finanziert wird, ermöglicht Studienanfängern einen erfolgreichen und reibungslosen Einstieg in das Studium am Anglistischen Seminar. Erfahrene Studierende höherer Semester bieten in kleineren Gruppen wertvolle Hilfestellung bei der Stundenplangestaltung, geben Tipps zur Organisation des Studienalltags und helfen bei einer ersten Orientierung im Seminar. Darüber hinaus bietet das Tutorium die Möglichkeit, sowohl Studierende als auch Lehrende in einem ungezwungenen Rahmen kennenzulernen. Für einen guten Start in das Studium wird die Teilnahme allen Studienanfängern dringend empfohlen.

gez. Kathrin Pfister

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

Endredaktion: H. Jakubzik & K. Lido, Redaktionsschluss: 16. Januar 2014

2 *Vorlesungen*

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

2.1 Phonetik

Introduction to English Phonology and Phonetics

Priv.-Doz. Dr. N. Nesselhauf Mon, 16:15 – 17:45 Heuscheuer

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.

N.B.: Students need to take the course "Pronunciation Practice", 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. [for British English]
- Sauer, Walter. 2011. *American English Pronunciation: A Drillbook*. Heidelberg: Winter. [for American English]
- Also recommended for the lecture: Collins, Beverley, and Inger M. Mees. 2013. *Practical Phonetics and Phonology*. London/New York: Routledge.

2.2 Vorlesung historische Sprachwissenschaft

A History of English to 1450

Prof. Dr. J. Insley Thu 14:15 - 15:45 114 2st.

This course of lectures will cover the history of English from its Indo-European 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 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 cenzury.
The aim of the course is to enable students to understand the earlier history of English as a precondition for the transformation of the language in the period after 1500.

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

2.3 Vorlesung moderne Sprachwissenschaft

Contrastive Linguistics

Prof. Dr. S. Kleinke Tue 16:15 - 17:45 110 2st.

English and German show large areas of agreement, but also important differences future teachers of English should be aware of. In the first part of this seminar we will explore the traditional approach to contrastive linguistics, which was closely linked with the development of teaching English as a foreign language. Later on we will look into differences and commonalities between English and German against the background of the languages of the world. From a typological point of view we will pinpoint clusters of differences in grammar (inflection, word order, non-finite forms, tenses, passives, etc.), sentence meaning and the semantic structure of the lexicon. Finally we will move on to some pragmatic and socio-linguistic aspects including politeness strategies, sexist prejudices and the representation of gender in both language systems.

Texts: Recommended introductory reading:

Mair, Christian.1995. *Englisch für Anglisten*. Tübingen: Stauffenburg. Chapter 1.

König, Ekkehard, Gast, Volker. 2007. *Understanding English - German contrasts.* Berlin: Schmidt. Chapter 1.

2.4 Vorlesungen Literaturwissenschaft

Vermittlung von Überblickswissen über eine Gattung oder Epoche, ggf. unter Zuspitzung auf paradigmatische Problemstellungen oder Autor(inn)en; exemplarische hermeneutische Praxis unter Berücksichtigung der anglistischen Methodenvielfalt; Hinführung zu literaturtheoretischem Bewusstsein.

English Drama 1600-1700

Prof. Dr. P. Schnierer Mon 09:15 - 10:45 NUni HS 14 2st.

This course of lectures attempts to concentrate on the dynamics of literary development rather than a tour of the peaks. Thus we will begin half-way through Shakespeare's most productive period, cover the Jacobean and Caroline "decline" of drama, spend some time on the allegedly theatreless Interregnum and deal with the curious mixture of mangled revivals, dirty new comedies and lofty heroic drama after the Restoration.

Victorianism: British Literature & Culture 1837-1901

Priv.-Doz. Dr. B. Hirsch Tue 16:15 - 17:45 108 2st.

Owing to its sheer length and the sometimes breathtaking pace of technological innovation and social change the Victorian era was a highly diverse period. In effect, contrary to simplified notions of 19th-century moral rigour and general cheerlessness, Victorian Britain may have been much closer to modern-day society than is commonly assumed. Aiming at a re-assessment of widespread stereotypes this lecture will explore the paradoxical nature of a defining age in its social, political and cultural settings.

Since a main focus shall be put on literary developments, a number of sub-genres closely associated with Victorianism (e.g. industrial novel, imperial narrative, melodrama) will come under scrutiny. Moreover, in analysing how Victorian literature both emerged from and contributed to major public discourses drawing from sociology, psychology, philosophy, and medicine not only canonical texts but also marginalised writings shall be discussed.

Texts:

Amigoni, David, *Victorian Literature*. Edinburgh, 2011.

Day, Gary (ed.), *Varieties of Victorianism: The Uses of a Past*. Basingstoke / New York, 1998.

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

O'Gorman, Francis, (ed.), *The Cambridge Companion to Victorian Culture.* Cambridge et al., 2010.

The Contemporary British Novel

Prof. Dr. V. Nünning Tue 11:15 - 12:45 110 2st.

Though the British contemporary novel is a field that is rarely taken up in lectures, there is a host of interesting authors who are not only worthy of scholarly attention, but who are also popular with a wide reading audience in Britain and beyond. It is, of course, next to impossible to detect and identify developments which only began a short time ago; but even though I am conscious of this difficulty, I will try to give an overview of British novels published during the last twenty or thirty years.
The lecture will begin with a general overview, and then focus on particular genres and authors; most of the classes will also discuss at least one novel in greater detail in order to exemplify some representative or innovative features of contemporary British fiction. Moreover, we will not concentrate on 'high literature', but also devote a session each to genres like crime fiction or pop-novels, for instance by Nick Hornby

2.5 Vorlesung Kulturwissenschaft

Vertiefung im Bereich der Kulturwissenschaft, ihrer Methoden und Theorien.

Victorianism: British Literature & Culture 1837-1901

Priv.-Doz. Dr. B. Hirsch Tue 16:15 - 17:45 108 2st.

Description see page 8.

3 *Einführungsveranstaltungen*

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

3.1 Introduction to English Linguistics

Prof. Dr. S. Kleinke Wed 11:15 - 12:45 Heuscheuer I 2st.

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

3.2 Introduction to the Study of English Literatures

Prof. Dr. G. Leypoldt Mon 11:15 - 12:45 Heu II 2st.

This course of lectures will serve as an introduction to the study of literatures in English. Addressing key concepts and critical tools relevant to the analysis and interpretation of literary texts, we will discuss structural aspects of the major genres (drama, prose, poetry), explore the uses of literary and cultural theory, and survey basic categories of literary historiography.
There will be an accompanying compulsory tutorial where advanced students will discuss with you the key issues of this lecture and introduce you to the technical skills and research tools you need in your course of studies. This lecture will be in English, and it will conclude with a written exam.
Texts:
Our main texts are William Shakespeare's *Hamlet* (Arden Edition) and Henry James' *The Portrait of a Lady* (any edition). Please read them by mid-May. Additional texts will be provided during the term.

3.3 Tutorium EV Sprachwissenschaft

Ab dem Sommersemester 2004 können Sie den Leistungsnachweis für die "Einführung in die Sprachwissenschaft" auch durch die Teilnahme an der Einführungsvorlesung und Tutorien erlangen. Vorlesung und Tutorien sind im Gegensatz zur klassischen "EV Sprachwissenschaft" nicht teilnehmerbegrenzt, d.h. Sie bekommen in jedem Fall einen Platz.

Die Termine der Tutorien standen am Redaktionsschluss dieses Dokuments (16.01 2014) noch nicht fest.

3.4 Tutorium EV Literaturwissenschaft

Die Termine der Tutorien standen am Redaktionsschluss dieses Dokuments (16.01. 2014) noch nicht fest.

4 *Proseminare*

4.1 Fundamentals of Research and Writing

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

Fundamentals of Research and Writing

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.

Dr. F. Polzenhagen Dienstag 13:15 - 14:00 108 1st.

C. Burmedi Dienstag 13:15 - 14:00 122 1st.

C. Burmedi Donnerstag 13:15 - 14:00 122 1st.

Dr. K. Frank Donnerstag 13:15 - 14:00 110 1st.

4.2 Proseminar I Sprachwissenschaft

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

Perspectives on Language

Dr. F. Polzenhagen Mon 11:15 - 12:45 108 2st.

Linguists have analysed and analyse their target field “language” from various specific perspectives. Dominant ways of approaching and viewing language(s) include: language as a system (in structuralism), language as a tool (in functionalism), language as an organ / instinct (in generative grammar), languages as families (in historical linguistics), language as cultural identity (romantic linguistics), languages as species (ecolinguistics). In 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.

Introduction to Sociolinguistics

Priv. Doz. Dr. N. Nesselhauf Mon 14:15 - 15:45 112 2st.

Language varies at all levels, and this variation is by no means unsystematic or solely determined by intralinguistic factors. In this class, we are going to look at factors of language variation such as situation of use, social class, gender, ethnicity and region. We will also investigate other sociolinguistic topics such as the connection between social variation and language change, attitudes towards different variants and varieties, potential effects of language contact, and language usage and policy in some multilingual communities.

Students will be expected to carry out their own small research projects for the seminar paper (deadline 7 Sept. 2014).

Introduction to Second Language Acquisition

M. Eller Wed 16:15 - 17:45 108 2st.

As learners and – in many cases – future teachers of English we are all familiar with the struggles involved with learning (or teaching) a second language. This course sets out to uncover the underlying reasons as documented in second language acquisition research and to explore suggestions for learning and teaching strategies developed on the basis of these findings. We will do this by examining the processes involved and by investigating in what ways second language acquisition is similar to and different from first language acquisition. Covering different approaches to and perspectives on language learning, the focus will lie on key concepts such as Universal Grammar, cross-linguistic influence, the different types of learning and teaching as well as on determining internal and external factors.

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

Language and Space

J. Smith Wed 11:15 - 12:45 108 2st

This course will offer an introduction to sociolinguistic methods with a strong focus on the interaction of language and the spaces it takes place in.

While linguists were originally interested in the correlation between language and space mainly from a dialectological standpoint, that is, investigating the geographical scope of regional phonetic variation, it is now explored in much broader terms in a wide range of disciplines, including (human) geography, sociology, psychology, social work, urban planning, anthropology and, of course, sociolinguistics.

The interdisciplinary potential of this topic will help us look at and compare the great variety of research projects that investigate the reciprocal relationship between language and space. Having searched for the roots of variationist linguistics in the work of the 19th century German neogrammarians, we will then establish how Labov's sociolinguistic paradigm revolutionised the way linguistic variables were seen in relation to the (social) context of the speakers using them. Once we have established some of these basic tenets, we will be able to uncover how language can also play a major role in creating places, and investigate its constructive potential in urban areas especially.

Texts:

Britain, David. "The variationist approach." Language and space: an international handbook of linguistic variation. Eds. Peter Auer and J. Schmidt. Berlin: Mouton de Gruyter, 2009. 142-62.

Auer, Peter, Martin Hilpert, Anja Stukenbrock, and Benedikt Szmrecsanyi (eds.). Space in Language and Linguistics. Geographical, Interactional, and Cognitive Perspectives. Berlin: Mouton de Gruyter, 2013.

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.

Einführung in die Grundbegriffe und Methoden der historischen Sprachwissenschaft; Vermittlung von Überblickswissen über alle Perioden der Geschichte des Englischen von den Anfängen bis zur Gegenwart; Einführung in die grundlegenden Prozesse und Faktoren des Sprachwandels; Befähigung zur Beschreibung ausgewählter Sprachwandelphänomene aus sprachinterner und externer Perspektive. Verständnis der grundlegenden typologischen Umgestaltung der englischen Sprache.

Introduction to the History of English

Dr. F. Polzenhagen Mon 14:15 - 15:45 115 2st.

This course will give an introductory overview of the development of the English language. In its first part, we will look at the main historical periods of the English language (Old English, Middle English, Early Modern English). Here, the focus will be 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 highlight 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

Dr. F. Polzenhagen Tue 11:15 - 12:45 112 2st.

Introduction to the History of English

A. Mantlik Tue 14:15 - 15:45 108 2st.

This course offers an introduction to the historical development of the English language and its varieties from Old English to Modern English. We will consider changing and stable factors in English phonology and spelling as well as lexis, syntax and grammar. Special emphasis will be put on historical pragmatic and historical sociolinguistic aspects, and, of course, we will also study what some of the external historical, political and cultural changes have been.
Texts: A reader containing class materials will be available.

4.3 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.

Eingehende Untersuchung einer der Epochen der englischen Sprachgeschichte (Altenglisch, Mittelenglisch, Frühneuenglisch, Neuenglisch); Erörterung und umfassende Analyse der zentralen Analyseebenen der Sprache (Phonologie, Morphologie, Lexikologie, Syntax) unter sprachhistorischen Gesichtspunkten; Befähigung zur eigenständigen Lektüre sowie zur sprach- und kulturhistorischen Einordnung grundlegender Texte der jeweiligen Epoche.

Old English

Dr. R. Möhlig-Falke Wed 14:15 - 15:45 113 2st.

Few languages have undergone as many radical changes on all linguistic levels as English has since its first records. This course gives an introduction to the oldest form of the English language, Old English, which is recorded in medieval texts from c. 700 to 1150. We will focus on the phonological, grammatical and lexical structure of the Old English language and its development up to Modern English. We will work with Old English texts right from the beginning and also consider their sociocultural and literary context.

In order to obtain a Leistungsnachweis, students are required to attend regularly, prepare translations and take part in group work, and to pass a final written exam (Klausur) at the end of term.

Course language will usually be English, but German will occasionally be used in order to explain linguistic phenomena of Old English.

Texts: Jucker, Andreas. H. 2000. *History of English and English Historical Linguistics*. Stuttgart: Klett.

Mitchell, Bruce & Robinson, Fred C. 2007. *A Guide to Old English*. 7nd ed. London: Blackwell. London: Routledge.

Obst, Wolfgang & Schleburg, Florian. 2004. *Lehrbuch des Altenglischen*. Heidelberg: Winter.

Einführung in das Mittelenglische

V. Mohr Mittwoch 09:15 - 10:45 114 2st.

Die Lehrveranstaltung ist als Einführung ins Mittelenglische konzipiert mit dem übergeordneten Ziel, Texte aus dieser Periode verstehen und philologisch zu erschließen zu können. Die Beschreibung des Sprachstands bezieht sich insbesondere auf das Englische, wie es in den Werken von Geoffrey Chaucer, einem der bedeutendsten und mit am häufigsten anthologisierten Autoren der anglophonen Literaturen, in Erscheinung tritt und umfasst die Phonologie des Chaucer-Englischen sowie zentrale Aspekte der Morphologie, Lexik, Semantik, Syntax und Pragmatik. Zunächst werden allgemeine Methoden der sprachgeschichtlichen Rekonstruktion vorgestellt und deren Möglichkeiten und Grenzen einer kritischen Betrachtung unterzogen. Durch kontinuierliches Anwenden dieser Methoden auf Texte von Chaucer gewinnen die Teilnehmenden Einsichten in Aspekte des Vokalismus und Konsonantismus, untersuchen die Betonungsmuster mehrsilbiger Wortformen und erkennen dabei, wie Chaucer sich die sprachliche Variation seiner Zeit zur metrisch-rhythmischen Gestaltung seiner Texte zunutze macht. Anhand einer Vielzahl von Hinweisen auf gegenwärtige Varietäten des Englischen, insbesondere konservative Regionaldialekte, werden die Teilnehmenden auf Spuren des Mittelenglischen aufmerksam gemacht. Weiterhin sollen die Studierenden wesentliche Charakteristika des Gegenwartsenglischen, insbesondere dessen vertikale Schichtung und dissoziativen Charakter sowie Aspekte dessen Flexionssystems, als Folgen von lexikalischen Entlehnungen und Lautwandel darstellen und bewerten können.

Texts: Ein vom Veranstaltungsleiter verfasstes workbook und weitere Materialien werden den Teilnehmenden nach Abschluss der Anmeldungen zur Verfügung gestellt.

Scheinerwerb: Leistungskomponenten: regelmäßige Teilnahme, Vor- und Nachbereitung, take-home exam und Abschlussklausur.

Hinweis: Die Veranstaltung wird auf Deutsch unterrichtet und bringt Übersetzungen ins Deutsche mit sich.

Introduction to Early Modern English

Dr. M. Isermann Tue 09:15 - 10:45 116 2st.

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. Homework (an estimated three hours per week) includes reading, translation, and regular exercises.

Texts: A reader will be available at the Copy Corner.

4.4 Proseminar II moderne Sprachwissenschaft

In diesen Kursen können Studierende im Studiengang Magister oder Staatsexamen einen Schein "PS I Sprachwissenschaft" erwerben.

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

Vermittlung von Einsichten im Bereich der angewandten englischen Sprachwissenschaft, d.h. in die Soziolinguistik, vergleichende Linguistik oder Psycholinguistik. Kenntnis der relevanten Methoden zur Beschreibung von variablem Sprachgebrauch, Sprachvergleich bzw. Spracherwerb und -verarbeitung; Gewinnung und Analyse authentischer Daten. Ziel des Proseminars ist die empirische Untersuchung von Einzelphänomenen, die Erstellung und Verwendung von Datenbanken, sowie eine vertiefte Auseinandersetzung mit den einschlägigen Theorien, Methoden und Hypothesen.

Metaphor in Discourse: A Research Course

S. Vogelbacher/ Dr. F. Polzenhagen
BLOCKSEMINAR: 25.04., 09.05., 13.06., 9:00 - 18:00 NN 2st.

Over the last decades, the cognitive view of metaphor associated with Lakoff & Johnson (1980) has triggered a wealth of research into metaphorical conceptualisation.

Inspired by the cognitive view, two lines of research into metaphor in discourse have since emerged within linguistics. One is mainly concerned with the role of metaphor in the conceptual system, the other with metaphor use and its functions in different communicative situations. In the first approach, linguistic material is used to explore the conceptual system, with a focus on the bodily basis and internal make-up of metaphor systems, as well as universality and cross-cultural variation. In the second approach, linguistic material is analysed as the product of language use. Both spoken and written communication are investigated with a focus on the cognitive, communicative, and social functions of metaphor in specific contexts of use.

In the first part of this course, students will be introduced to selected discourse approaches to metaphor, their methods and analytical tools. They will then work on their own research projects into metaphor in discourse, which will be presented and discussed in the second part of the course. Students with excellent projects will be given the opportunity to present their study at an international student colloquium held at ELTE University Budapest in June 2014.

To register for this course, please send an email to

stefanie.vogelbacher@as.uni-heidelberg.de

4.5 Proseminar I Literaturwissenschaft

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

British Literature and Culture in the 19th Century: An Introduction to the Novels by the Brontës & Co.

S. Frink Tue 11:15 - 12:45 113 2st.

This course provides an overview of the 19th century as a fascinating period with regard to both its rapid socio-cultural changes and its writings. 19th-century Britain was the great era of narrative fiction, with novels by Jane Austen, the Brontë sisters, or George Eliot, to name but a few of the many famous writers who lived and worked at that time. In the course of the century, the novel became an increasingly important social medium, reflecting the values of the day and addressing urgent problems. In this seminar, we will look at the many facets and key features of the 19th-century novel, putting special emphasis on the interplay between British culture and mentality and the genre's development. To get an idea of the multifacetedness of the 19th-century novel, we will explore several sub-genres, including Gothic novels, social-problem novels, sensation fiction, and works of the fin de siècle. The aim is twofold: First, we will apply the basic strategies and categories of the analysis of novels to two texts; we will examine Charlotte Brontë's *Jane Eyre* and Elizabeth Gaskell's *North and South* in detail, identifying central topics and analyzing their styles and narrative techniques. Moreover, we will also discuss excerpts from other canonical works and film adaptations of different novels. Second, we will situate the novels in the historical context of the 19th century: Exploring the cultural and social background of this epoch, we will consider major concerns, such as social class, industrialization, or gender differences. In addition, the acquisition of key competences necessary for academic work in general and for literary analyses in particular (e.g., reading, writing, and presentation skills) will play an important role.

Texts: Charlotte Brontë, *Jane Eyre* (1847); Elizabeth Gaskell, *North and South* (1854/55). Please read the two novels before the beginning of term.

Suggested introductory reading: Nünning, Vera. *Der Englische Roman des 19. Jahrhunderts*. Stuttgart: Klett, 2007.

The fin de siècle

C. Earnshaw Tue 11:15 - 12:45 115 2st.

The fin de siècle in Great Britain still falls under the reign of Queen Victoria. However, the end of the 19th century is marked by a move away from traditional Victorian values. The 1880s and 1890s saw the rise of numerous new literary and cultural movements that challenged the prevailing ideas and social norms of the time.

The heterogeneity of this period can also be seen in our two main texts - Oscar Wilde's novel *The Picture of Dorian Gray* (1891) and Joseph Conrad's *Heart of Darkness* (1899) - which were written within one decade, but could hardly be more different.

Our aim will be to explore the many facets of this period, ranging from the pessimistic "fin du globe" sentiment of the aestheticists to the naturalistic struggle against growing social injustice and the "New Woman" movement that set out to improve the position of women in society.

Texts:
Wilde, Oscar: *The Picture of Dorian Gray*. London: Penguin Classics, 2012.

Conrad, Joseph: *Heart of Darkness*. London: Penguin Classics, 2012.

Scheinerwerb: Students will be required to hold short presentations and write a term paper at the end of the semester.

American Short Stories, 20th Century

Dr. H. Jakubzik Wed 11:15 - 12:45 114 2st.

This is an introduction to the analysis of fiction. We will read and discuss the canonical US-American short stories from various stages of modernism in the 20th century (including Wharton, Hemingway, Faulkner, Roth, Barth, DeLillo) and risk side glances at popular genres (such as crime fiction, science fiction).

Introduction to Fantasy Literature

Dr. O. Plaschka Thu 16:15 - 17:45 333 2st.

"I do not write for children", Scottish fantasist George MacDonald once remarked, "but for the childlike." Indeed, while fantasy always thrived in the context of children's literature, the sense of wonder it tries to create is not limited to it.

This course will follow the formation of a comparatively young tradition from its first fledgling steps to the seminal works of the 20th century and more contemporary examples, with a focus on writers of the British Isles like Lord Dunsany, C.S. Lewis, fellow Inkling J.R.R. Tolkien, or Neil Gaiman. We will discuss genre-specific aspects such as world-building and myth-making as well as practise basic strategies of analysing and interpreting prose texts of varying complexity, addressing questions, among others, of characterisation, narrative situation and style.

Texts: A reader with critical and additional texts will be provided. However, you will be required to obtain and prepare the following novels: J.R.R. Tolkien, *The Hobbit*: HarperCollins, Neil Gaiman, *Neverwhere*: Headline Review,

Arden and Arcadia: Introduction to Drama

C. Schneider

BLOCKSEMINAR: Fri, 9.5.2014 18:15 – 19:45 Sat, 7.6.2014 9:00 – 17:00 Sat, 14.6.2014 09:00 – 17:00 Sat, 21.6.2014 09:00 – 17:00 AS 108 2st.

Drama has always been an extremely important part of English literary history, bringing forth the probably most significant author in the English language. Analysing plays is thus an established part of literary studies. Nevertheless, compared to the analysis of prose and poetry, studying drama often seems a more challenging task to beginners, since reading dramatic texts always also involves going beyond the page and considering the aspect of performance.

This course will give an extended introduction to analysing drama by focussing on two comedies from quite different times: William Shakespeare's pastoral comedy *As You Like It* (c 1598) and Tom Stoppard's postmodern comedy of ideas *Arcadia* (1993). Studying these plays will not only give you a first look at the long development of English theatre history – from Arden to Arcadia, so to say. It will also allow you to develop and use a general toolkit for drama analysis that helps us to compare these seemingly dissimilar texts, discover parallels and disparities, understand their textual complexities and always consider them as plays to be put on stage. The toolkit will help your understanding of drama in general, putting concepts like characterisation, dialogue, setting, paratexts, etc., in a theoretical and practical context.

Texts: Please purchase and read the following text edition before the first session:

- William Shakespeare. *As You Like It*. Ed. Juliet Dusinberre. The Arden Shakespeare: Third Series. London: Thomson, 2004. (ISBN 978-1904271222)
- Tom Stoppard. *Arcadia*. London: Faber and Faber, 2009. (ISBN 978-0571169344)

Further recommended reading:

- De Grazia, Margreta, ed. *The New Cambridge Companion to Shakespeare*. 2nd ed. Cambridge: Cambridge UP, 2010. (Available online for HEIDI users!)
- Fleming, John. *Tom Stoppard's Arcadia*. London: Continuum, 2008.
- Pfister, Manfred. *Das Drama: Theorie und Analyse*. 11th ed. Munich: Fink, 2001. (English ed.: The Theory and Analysis of Drama. Cambridge: Cambridge UP, 2000.)
- Schabert, Ina, ed. *Shakespeare-Handbuch: Die Zeit - Der Mensch - Das Werk - Die Nachwelt*. 5th ed. Stuttgart: Kröner, 2009.

Introduction to the stage plays of J.B. Priestley

Dr. K. Hertel Thu 09:15 - 10:45 113 2st.

"J.B. Priestley is one of our literary icons of the 20th Century and it is time that we all became re-acquainted with his genius" (Judi Dench).

John Boynton Priestley (1894-1984) was a prolific novelist, playwright, essayist, radio broadcaster and critic. Apart from his early popularity in the UK, he was even among the most enthusiastically received dramatists in early post-WWII Germany and his timeless play An Inspector Calls is still to be found on many school syllabuses. Now, 30 years after his death, Britain is witnessing a rediscovery of Priestley, and a new appreciation of this versatile writer.

In the course of this semester we shall be looking at four early plays, some of which also belong to the cycle of 'time plays': *Dangerous Corner* (1932), *Time and the Conways* (1937), *An Inspector Calls* (1946) and *The Linden Tree* (1947).

Texts: Students should have read all these plays until the beginning of the summer term **in** the following editions**:**

Dangerous Corner. Oberon Books Ltd; New edition (2001); **ISBN-13:** 978-1840022513

Time and the Conways, An Inspector Calls & The Linden Tree in: An Inspector Calls and Other Plays (Penguin Modern Classics, 2001); **ISBN-13:** 978-0141185354.

Scheinerwerb: Regular attendance, active participation in class, oral presentation and written term paper.

Introduction to Drama: Eugene O'Neill

Dr. E. Hänßgen Fri 11:15 - 12:45 116 2st.

Eugene O'Neill (1888-1953) is one of the greatest American playwrights, honoured with the Nobel Prize in Literature in 1936. This course studies two late plays, both set in 1912: *The Iceman Cometh* (1946), featuring a group of alcoholic derelicts in a bar, and the autobiographical domestic drama *Long Day's Journey into Night* (1941; published posthumously in 1956).

We will look at the writer's life and works in their historical context and focus on elements of dramatic technique such as setting, plot, characterization and style. We will also work with film adaptations of the plays.

In both plays, O'Neill deals with the universals of the human condition, mirrored in the microcosm of the family and the macrocosm of society. He searches for truth, meaning and a sense of belonging in an alienated world. His main topics include the influence of the past on the present, the necessity and danger of (drug-induced) dreams and questions of guilt and redemption.
Texts: O'Neill, Eugene.

- *The Iceman Cometh*. 1946. New York: Vintage, 1999.
- *Long Day's Journey into Night*. Introd. by Christine Dymkowski. 1956. London: Nick Hern, 1991.

  Scheinerwerb: Please purchase and read the plays in these editions before the beginning of term.

Amerikanische Autorinnen des 19. Jahrhunderts

PD Dr. M. Peterfy Tue 9:15 - 10:45 110 2st.

Nowadays, nobody would question a woman's right to speak in public or to write books. This is, however, quite a recent development. The change came about in the 19th century, when women in Europe, the USA, and other parts of the globe started to demand equal rights and equal freedoms – i.e. rights and freedoms equal to those of men. This development influenced the literary world as well. Whereas there had always been women who wrote literature, it was in the 19th century that some women actually succeeded in making a living from the sales of their books. Beside such successful and widely read writers, we will also look at some who were not well-known during their life-times, but are all the more highly esteemed today, such as for example Emily Dickinson. Requirement: In-class presentation and research paper.

In preparation for this seminar, please read the following novel: Harriet Beecher Stowe, *Uncle Tom's Cabin*, (Norton Critical Edition) A Reader with further texts will be available by April 10.

4.6 Proseminar II Literaturwissenschaft

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

Befähigung zur sozial-, kultur-, medien- und geistesgeschichtlichen Verortung der Literatur bzw. zur Einordnung in intertextuelle Zusammenhänge; Befähigung zur Einordnung spezifischer literarischer Texte in den größeren Zusammenhang der Geschichte der Gattung bzw. der Literaturgeschichte; Befähigung zur Anwendung von literaturwissenschaftlichen Modellen und Theorien zur Analyse des Funktionspotentials der behandelten Texte; Fähigkeit, historische Differenzen und epochenübergreifende Entwicklungsprozesse wie Pluralisierung, Modernisierung, Konstruktion kultureller und nationaler Identitäten und Internationalisierung zu reflektieren.

The Enlightenment and the Modern Self

Dr. H. Grundmann Wed 09:15 - 10:45 115 2st.

Immanuel Kant famously defined the Enlightenment as “the human being’s emancipation from its self-incurred immaturity.” This course will focus on how the Enlightenment affected eighteenth-century English literature (1660-1830) in the development of new conceptions of mind, self, and society. We will examine various literary forms, reading the works of Daniel Defoe, Alexander Pope, Jonathan Swift, Mary Shelley, Percy Shelley, and others to see how these authors question the project of human emancipation, scientific progress and social development.

Texts:

Please purchase *Mary Shelley, Frankenstein*. Ed. by Marilyn Butler (Oxford 2008); Jonathan Swift, *Gulliver’s Travels*. Ed. by Claude Rawson (Oxford 2008); and Daniel Defoe, *Robinson Crusoe.* Ed. by Thomas Keymer (Oxford, 2008).

The Fireside Poets

Dr. P. Löffler Thu 11:15 - 12:45 110 2st.

The Fireside Poets are a group of writers who rose to fame during the ante bellum period. Members of the group include William Cullen Bryant, John Whittier, Henry Wadsworth Longfellow, and Oliver Wendell Holmes. While they enjoyed great popularity in the 19th century, later generations of readers found the Fireside Poets to be too formalistic and artistically uneventful compared to the more daring writers of the American Renaissance (e.g. Emerson, Thoreau, or Whitman). Their poetry was based on traditional poetic forms and incorporated a rather limited set of themes exploring the colonial past of America or contemporary domestic life. Their works were thus particularly suited for memorization in schools or at home around the 'Fireside'.

This course seeks to understand the place of the Fireside Poets within ante bellum literary culture. We will read a selection of their most prominent works, analyze their use of poetic form and try to solve the puzzle why the Fireside Poets' immediate success as a group vanished almost completely around the turn of the 19th century.

Texts:

A selection of poetry and additional texts will be made available on Moodle by the beginning of the new semester.

Apocalyptic Christian Fiction

Dr. D. Silliman Tue 11:15 - 12:45 HCA, Oculus 2st.

Apocalypses have a significant place in the 20th century American imagination. From nuclear destruction to zombie invasions, from rising oceans to alien attacks, from mutant viruses to computer viruses, the ways the world might end badly have been quite popular. This class will focus on one very specific, very religious and very popular form of apocalyptic imaging, evangelical Christian apocalyptic fiction. Novels in this genre such as the Left Behind books have sold in the millions.
This class will consider evangelical apocalyptic fiction as literature and as cultural artifacts. The theology will be considered, as well as everyday religious practices and practices of popular fiction reading. This subject offers students an interesting entry way in an array of other subjects, including the culture wars, secularization, globalization, and how people read fiction. Students will also be introduced to the methods and practices of studying religion as a cultural phenomenon and a social imaginary.
Registration: dsilliman@hca.uni-heidelberg.de

British Literature and Culture in the Age of Enlightenment

E. Redling Thu 11:15 - 12:45 115 2st.

The Age of Enlightenment was decisive not only for eighteenth-century Europe and its colonies, but also for the modern world that resulted from it. As is often argued, the Enlightenment "now serves as a site for both praise and blame of all that has unfolded since the French Revolution overtook it in 1789" (Goodman/Wellman 2004: xi). It was a time of beginning and increased secularization, rationality, but also of subjectivization and a greater sense of self. This new sense of self also became manifest among the growing middle class, who now constituted a large readership. More books, particularly novels, were available to such readers due to an enormous increase in the print trade. It was also an age of scientific experiments and explorations. Furthermore, with the growth of modern finance Britain was beginning to become a consumer society. In terms of literary developments, there were neoclassicist trends on the one hand and movements towards greater sensibility and sentiment on the other, but also combinations of these various movements. This course is designed to provide an overview of philosophical texts as well as British non-fictional and fictional genres written during this time. We will for instance discuss excerpts from travelogues and historiographies and look at poems and extracts from various plays and novels.

Texts: You will receive a reader in the first session of the course.

The birth of a literary period: Introduction to English Romanticism

Dr. K. Hertel Mon 14:15 - 15:45 113 2st.

This course is designed to provide an insight into the very beginnings of the literary period known as English Romanticism. In the course of the semester we will primarily be looking at the work of two writers who shaped the first part of this period: S.T. Coleridge and William Wordsworth.

We will start the semester off with their collaborative work, *The Lyrical Ballads* (1798), which has often been called a cornerstone for the development of the period and has even been said to mark the 'official' beginning of English Romanticism.

Aspects of the writers' biographies as well as an insight into the poetological, (socio-) historical and philosophical context of the time will complement the close reading of the respective poems.

Texts:
The selection of texts will be available in form of a 'reader' by the end of March and can then be collected from Copy Corner (the copy shop in Merianstrasse).

Helpful books for a general introduction to the period of English Romanticism are: Boris Ford (ed.), *From Blake to Byron*, *The Pelican Guide to English Literature,* 5 (Harmondsworth: Penguin Books); Jean Raimond and J.R. Watson (edd.), *A Handbook to English Romanticism* (New York, 1992); Duncan Wu (ed.), *A Companion to Romanticism* (Oxford, 1988).

Regular attendance, active participation in class, oral presentation and written term paper.

Literary London (Blockseminar)

Dr. K. Frank Thu, 17.4.2014, 16.15 – 17.45 (preparatory meeting); Sat, 17.5.2014, 11.15 – 17.45; Sun, 18.5.2014, 11.15 – 17.45; Sat, 24.5.2014, 11.15 – 17.45; Sun, 25.4.2014, 11.15 – 17.45; Room: to be announced to be announced 2st.

"Sir, when a man is tired of London, he is tired of life; for there is in London all that life can afford." Samuel Johnson's admiration of the vitality and variety of London life (recorded in Boswell's Life of Johnson) is exemplary for a general tendency to see the capital as the heart and epitome of English culture. In the manifold cultural representations of the city over the centuries, contrasting and changing facets of England's national identity can be traced.

In this seminar, we will discuss theories of urban space and historical developments of London and use these as a background to analyse a wide range of literary texts from the eighteenth to the twenty-first century. Our focus will be on different representations of the city, their significance for changing concepts of "Englishness", and London's role within the cultural developments of modernity and postmodernity. The range of material to be discussed includes poems by Samuel Johnson, William Wordsworth, Matthew Arnold, Ted Hughes and Carol Ann Duffy, narrative texts by Daniel Defoe, Robert Louis Stevenson and Jean Rhys, selected newspaper articles and the film version of Monica Ali's *Brick Lane*.

Texts:

A reader will be provided.

The Beechers: Revival, Reform, and Literature in 19th Century America

D. Komline Wed 09:15 - 10:45 HCA, Oculus 2st.

The Beecher family is America's most famous Protestant dynasty. The patriarch, Lyman Beecher, was the country's most prominent clergyman at the height of America's Second Great Awakening. Abraham Lincoln is said to have greeted his daughter Harriet Beecher Stowe by saying, "So you're the little woman who wrote the book that made this great war?" A recent biography of Henry Ward Beecher, Stowe's brother, crowns him the "most famous man in America" during his lifetime. This course uses the Beecher family — Lyman Beecher and his children Catharine Beecher, Henry Ward Beecher, Harriet Beecher Stowe, and Isabella Beecher Hooker — as a lens to examine the most significant trends in 19th century America. Themes will include revival, the relationship between church and state, and reform movements such as temperance, abolitionism, and women's rights. Along the way we will also examine several prominent sex scandals.
The course will emphasize class discussion. Papers of approximately five and ten pages in length will be due at the middle and end of the semester.
Please register for the class before the first session by emailing the instructor at dkomline@nd.edu. We will discuss The Minister's Wooing in the second and third weeks of class and students are encouraged to begin reading it before classes begin. Please buy:
Harriet Beecher Stowe, *The Minister's Wooing* (Penguin Classics). Penguin Classics, 1999.
Harriet Beecher Stowe, *Uncle Tom's Cabin* (Dover Thrift Editions). Dover Publications, 2005

Philip Roth

Dr. E. Hänßgen Wed 11:15 - 12:45 115 2st.

Philip Roth (born in 1933) is one of the finest and most widely acclaimed American novelists and a truly prolific author: his oeuvre comprises thirty-one books, ending with Nemesis in 2010.

The basis of this course is a thorough study of three books: *Operation Shylock: A Confession* (1993), set in Israel during the First Intifada and the Demjanjuk war crimes trial, *The Plot Against America* (2005), an alternate history of a pro-Nazi antisemitic America in the 1940s, and *Nemesis*, set in 1944 during a – fictitious – polio epidemic.

Our analysis will cover various aspects of Roth's work, among them Jewish-American identity, gender relations and family, and the postmodern play with the distinction between life and art, both in terms of political history and autobiography. The Plot Against America and Nemesis are set in the Jewish neighbourhood in Newark where Roth grew up, both are narrated by "Philip Roth" as a protagonist, and Operation Shylock on top of that features a doppelgänger who poses as "Roth" to propagate his political plans.

As Roth told Hermione Lee in 1984: "Making fake biography, false history, concocting a half-imaginary existence out of the actual drama of my life is my life. There has to be some pleasure in this job, and that's it."

Texts:

Roth, Philip.

- *Nemesis*. 2010. London: Vintage, 2011.
- *Operation Shylock: A Confession*. 1993. New York: Random House, 1994.
- *The Plot Against America*. 2004. New York: Vintage, 2005.

Scheinerwerb: Please purchase and read the texts in these editions before the beginning of term.

Media, Medialization and Generic Change in Contemporary Fiction

Dr. J. Rupp Thu 16:15 - 17:45 113 2st.

Media and medialization have become ubiquitous phenomena in today's society, culture and literature. At the beginning of the 21st century, existing literary genres are confronted with a thoroughly changed media landscape, inducing generic change in a wide variety of ways. New genres such as the e-mail novel or 'twitter fiction' testify to the influence especially of new digital media, but they also cast fresh light on the characteristics of literature as a 'medium' and on its long-standing relationship with 'older' media such as music, painting and photography. In this seminar, we will discuss the manifold forms, functions and cultural implications of medialization and generic change in contemporary fiction. Ubiquitous though it is, the impact of media and medialization on innovative ways of writing, reading and teaching literature continues to call for adequate description and analysis. Participants will be given ample opportunity to explore new formats of storytelling in the novel and other narrative genres, while also dealing with a wide range of critical concepts from intermediality to multimodality.

Texts:

Primary reading:

Mark Haddon, *The Curious Incident of the Dog in the Night-Time* (2003); Dave Eggers,

The Circle (2013)

Secondary reading:

Ansgar Nünning & Jan Rupp (eds.). *Medialisierung des Erzählens im englischsprachigen Roman der Gegenwart. Theoretischer Bezugsrahmen, Genres und Modellinterpretationen*. Trier: WVT, 2011.

Michael Basseler, Ansgar Nünning & Christine Schwanecke (eds.). *The Cultural Dynamics of Generic Change in Contemporary Fiction. Theoretical Frameworks, Genres and Model Interpretations*. Trier: WVT, 2013.

A reader with further material will be made available at the start of the semester.

4.7 Proseminar I Kulturwissenschaft (anwendungsorientiert)/ Landeskunde

Lehramtsstudierende können hier einen Landeskundeschein erwerben.

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

Being Jewish in America , 1654 to the present

Dr. S. Bloom Mon 09:15 - 10:45 116 2st.

We will examine what it has meant to be Jewish in America during the past three and a half centuries. topics will include, the varieties of American Judaism, assimilation and acculturation, anti-Semitism in America, the holocaust and American Jews, Jewish humor, Jewish- American writers, Jews and popular culture and American Jews and Israel.

The Gilded Age: Literature, Culture, Politics

Dr. P. Löffler Mon 11:15 - 12:45 112 2st.

The Gilded Age is a term originally coined by Dudley Warner and Mark Twain to critique the hypocrisy and shallow consumerism of post-Civil War American society. Today, the term is used as a period label to describe the time span from the early 1870s to the turn of the 19th century that in many ways prepared our modern day conception of the US as a global cultural and political superpower. The Gilded Age saw the rise of America as a modern industrial nation; it is the period that for the first time produced massive material wealth while creating incredible poverty; the Gilded Age is the period during which the largest percentage of immigrants relative to the over-all American population entered the country; it is the period in which the Westward settlement ended and global military expansionism began. Finally, the Gilded Age is the age of literary realism, the first major artistic movement under conditions of a professionalized literary market.

In this course, we will try to establish a comprehensive overview of the most fundamental political and cultural transformations of the Gilded Age period. We will read a number of theoretical accounts of the period, learn about the political and economic restructuring of American society, and read a selection of representative literary texts that helped to reflect and sustain Gilded Age culture.

Texts:

Allen Trachtenberg: *The Incorporation of America. Culture and Society in the Gilded Age*

William Dean Howells: *Rise of Silas Lapham*

All additional texts will be made available on Moodle by the beginning of the new semester

British Institutions - A History (1509-1815)

M. Shiels Wed 11:15 - 12:45 112 2st.

Spanning the three hundred years from the accession of Henry VIII to the defeat of Napoleon and the Congress of Vienna, this course aims to narrate the developing relationship between the political, economic, social and cultural transformations of British 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.

A Decade of Centenaries

O'Brien/Gaston Thu 11:15 - 12:45 108 2st.

The decade spanning the years 1912 – 1922 has been described by Enda Kenny, the Irish Taoiseach, as 'the defining period of our modern history'. The centenary anniversary of this revolutionary decade has just begun. We will examine and explore a number of significant events from this decade including the Ulster Covenant, the 1913 Lockout, the First World War, the Easter Rising, the 1918 elections and the first Dáil, the Anglo-Irish War/War of Independence, the Treaty and the subsequent Civil War. All of these events played a vital role in the formation of the Northern Irish and Irish states. We will attempt to place them in an (all-Ireland) historical context and see what plans have been made to commemorate them in both parts of the island in the next few years.

4.8 Proseminar I Kulturwissenschaft (theoretisch)

Introduction to Cultural Studies

PD Dr. M. Peterfy Tue 14:15 - 15:45 122 2st.

In this seminar, you will be introduced to some basic methods of cultural analysis on the basis of current and historical theories of culture. We will discuss, among others, symbolic representation, nets of significance, power and representation, performative practices, media, and other aspects of cultural studies. An additional emphasis is on the combination of theory and the potential usefulness of cultural studies in the classroom. The seminar will close with a take-home exam.

A Course Reader will be available by the beginning of the semester

4.9 Proseminar II Kulturwissenschaft/Landeskunde

Befähigung zur theoretisch reflektierten Analyse ausgewählter Phänomene des englischsprachigen Kulturraumes in historischer Perspektive; Befähigung zur kritischen Analyse kultureller Ordnungs- und Sinngebungen und ihrer medialen Repräsentation. Lehramtsstudierende können in allen Veranstaltungen dieses Typs einen Landeskundeschein erwerben.

The Enlightenment and the Modern Self

Dr. H. Grundmann Wed 09:15 - 10:45 115 2st.

Description see page 25.

British Literature and Culture in the Age of Enlightenment

E. Redling Thu 11:15 - 12:45 115 2st.

Description see page 27.

Literary London (Blockseminar)

Dr. K. Frank Thu, 17.4.2014, 16.15 – 17.45 (preparatory meeting); Sat, 17.5.2014, 11.15 – 17.45; Sun, 18.5.2014, 11.15 – 17.45; Sat, 24.5.2014, 11.15 – 17.45; Sun, 25.4.2014, 11.15 – 17.45; Room: to be announced to be announced 2st.

Description see page 28.

The American Musical on the American Frontier

C. Burmedi Mon 09:15 - 12:45 110 210st.

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

Famous Speeches in US-American History

Priv.-Doz. Dr. M. Peterfy Tue 16:15 - 17:45 113 2st.

In this seminar we will examine some famous speeches in US-American history. I a parliamentary republic, public discourse is essential for the organization of political life, and speeches and orations have been significant parts of political rhetoric. Speeches fulfil functions: they suggest policies, change elections, create political alliances, and so forth. In this seminar, we will examine the rhetorical strategies of individual speeches, and the historical contexts in which it appeared. The seminar is suitable for prospective teachers and BA-students alike. The seminar will close with a written text (exam).

A course reader will be available by the beginning of April.

Hauptseminare

4.10 Hauptseminare Sprachwissenschaft

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

The Bard's 450th birthday: Celebrating the Language of Shakespeare

Prof. Dr. B. Busse Tue 09:15 - 10:45 NUni HS 12a 2st.

This seminar will celebrate William Shakespeare's 450th birthday. Central to this celebration is, of course, our exploration of the language of the Early Modern English period and Shakespeare's use of it. Furthermore, I shall provide you with the classic linguistic toolkit to analyse Shakespeare's language and his plays. In addition, how to investigate pragmatic and sociolinguistic features of Shakespeare's style will also be at the centre of our attention. And finally, a semester-long birthday party needs a number of surprises…

Scheinerwerb:

You will be asked to write a term paper at the end of this seminar, and there will be other (research-oriented) tasks for you to fulfil in relation to throwing a Shakespeare (an) birthday party. Please refresh your knowledge of Early Modern English prior to the beginning of term. Reading and other performative material will be uploaded on Moodle.

Please contact Mrs Anika Conrad by March 31, 2014 at anika.conrad@as.uni-heidelberg.de to sign up for the course.

English Syntax

Dr. M. Isermann Thu 16:15 - 17:45 115 2st.

The course provides a practically-oriented overview of the structure of English phrases, clauses and complex sentences. About three quarters of the course will be devoted to the study of major areas of traditional English syntax. The final section will briefly explore the peculiarities of spoken English as it deviates from the written norm. The course is particularly suitable for prospective teachers of English.
Please sign up on the list outside my office door (R 325).

Phraseology

Priv.-Doz. Dr. N. Nesselhauf Wed 11:15 - 12:45 113 2st.

In recent years, linguistic research has increasingly uncovered the centrality of phraseological units in language (including language usage, storage and processing). In this class, we will therefore not only cover phraseological units in the traditional sense such as idioms and proverbs, but focus especially on less conspicuous types, in particular collocations. Besides covering more general questions such as the (bundles of) characteristics of phraseological units and their delimitation from one another, we will also look at issues such as their textual functions and their lexicographical representation – always from both the theoretical and the methodological side. We are also going to discuss some recent theories of language, such as Hoey's lexical priming theory, in which combinations of linguistic items take center stage. Finally, the question of how insights from phraseological studies may be usefully integrated into foreign language teaching will also be given some attention.

Students will be expected to carry out their own empirical research projects for the seminar paper (deadline 7 Sept. 2014).

Texts: Introductory reading: Fiedler, Sabine (2007). *English Phraseology.* Tübingen: Narr.

Computer-mediated Discourse

Prof. Dr. S. Kleinke Thu 14:15 - 15:45 108 2st.

The development of computer-mediated communication (CMC) has radically changed our interactional practices during the last thirty years. This course focuses on how linguists come to terms with this new type of discourse. We will look at linguistic descriptions of different types of computer-mediated interaction (E-Mail, public forum discussions, chat-communication, blogging, etc.) and discuss their structural characteristics and typical interactional techniques and practices. Against this background, participants will carry out their own small-scale practical empirical research. The course will be organised as a workshop. Participants will work in groups and each participant is expected to present a short practical research paper for discussion in class.

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

Registration: anmeldung.kleinke@as.uni-heidelberg.de

Recommended for introductory reading:

Crystal, David. 2006. *Language and the Internet*. Cambridge: Cambridge University Press. Chapter 1.

4.11 Hauptseminar Literaturwissenschaft

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

Political Satire in Eighteenth-Century England

Dr. K. Frank Thu 11:15 - 12:45 114 2st.

The political upheavals in seventeenth-century England resulted in a profound desire for stability and peace at the beginning of the eighteenth century. However, the so-called "Augustan" era soon came up with its own tensions and conflicts based on developments in the economic and financial system.

New political factions and intrigues evolved, and although the long governance of Robert Walpole contributed to a certain kind of stability, his methods also provoked much criticism and antagonism. The most popular medium for giving vent to such political discontent was satire, and no politician was satirised more frequently and ferociously than Walpole.

In this seminar, we will study political satires of the first half of the eighteenth century and dissect their different literary strategies, political agendas, and types of humour. We will establish the historical and literary background for this analysis by tracing political developments and comparing contemporary theories of satire. Among the selection of texts are Swift's *Gulliver's Travels*, Gay's *The Beggar's Opera*, Haywood's *Adventures of Eovaai* and Fielding's *Jonathan Wild.*

Please register by e-mail to: Kerstin.Frank@as.uni-heidelberg.de

Texts:

Please read *Gulliver's Travels* by Jonathan Swift before the term starts.

The Emergence of Modernist Women Writers after the Great War: Virginia Woolf, Djuna Barnes, H.D

Priv.-Doz. Dr. A. Kreis-Schinck Fri 09:00 - 12:15 333 195st.

The 20th century, it has been argued, only started 1914/1918, a period that in Great Britain is still remembered as the traumatic Great War. Alongside political and social upheaval the world of art, including literature, experienced equally decisive changes and transformations for which the term modernism was coined.

In this seminar we'll try to come to a more detailed understanding of this notoriously vague term. We'll see how the world of the novel changed, how the realist novel's plot and character development disappeared, how – instead – the experience of mind at work in language became more prominent, and how emerging psycho-analysis influenced the various ways to present the self in language.

In order to do so we are going to study texts by, arguably, the three most renowned women writers of the period: Virginia Woolf's *A Room of One's Own* (1929) and her *Mrs Dalloway* (1925); Djuna Barnes' *Nightwood* (1936) and H.D.'s *Bid Me To Live* (1960).

Students wishing to participate must have read these texts before the beginning of the semester. Registration at a.kreis@goldnet.ch

Please note that this is a fortnightly course. Dates will be announced at registration.

Scheinerwerb: NB: Fortnightly seminar - dates to be announced at registration

Romantic Topographies

Prof. Dr. G. Malachuk/ Prof. Dr. G. Leypoldt Thu 11:00 - 13:15 113 135st.

Romanticism famously discovered new value in the individual human being, everyday language, and the faculty of the imagination. It also taught us to value specific places—for their natural qualities, of course, but also their human ones. The natural and artificial features of a place are designated today by the term "topography." This seminar investigates how German and British Romantic authors used topographies to respond to the social and political consequences of the French Revolution and the Napoleonic Wars (1787-1815). We will first consider Wordsworth's influential revaluation of topography in poems from Lyrical Ballads (1798/1800) as well as recent scholarship on Romanticism and place generally. Then we will turn to three novels—Goethe's *Elective Affinities* [*Wahlverwandtschaften*] (1809), Shelley's *Frankenstein* (1818), and Scott's *Ivanhoe* (1820)—that used topography in innovative ways to grapple with a host of ethical and political questions introduced by the Age of Revolution. These questions—with which we continue to wrestle today—were about both new developments (including human rights, democracy, and science) and the fate of older institutions (such as social rank, property, and Christianity).

All texts are available in Project Gutenberg open-access online versions, but we would suggest the following editions: Goethe, *Elective Affinities*, ed. David Constantine, NY: Oxford World's Classics, 2008 (ISBN: 978-0199555369) or an edition in the original German; Shelley, *Frankenstein*, or the Modern Prometheus: The 1818 Text, ed. Marilyn Butler, NY: Oxford World's Classics, 2009 (ISBN: 978-0199537150); and Scott, I*vanhoe*, ed. Ian Duncan, NY: Oxford World's Classics, 2008 (ISBN: 978-0199538409). Please read all three novels by the beginning of the term.
Registration: you can register by sending an email to leypoldt@as.uni-heidelberg.de by 15.2. 2014.

‚Beginnings': The Importance of Origins (of Novels) and Style

Prof. Dr. V. Nünning Wed 09:15 - 10:45 116 2st.

In this Hauptseminar, we will be dealing with two different, though related topics. First, we will explore the importance of beginnings: in how far does the choice of a beginning of a narrative also encapsulate the way it will develop and the meaning that will be assigned to it? Secondly, we will be concerned with style: by close readings of the beginnings of a number of novels published during the last four centuries, we will try to describe the particularities of the style of the beginning of each novel as well as to construct some major developments in narrative styles (and preferences) throughout the centuries. As a preparation, please read the fascinating article by Niels B. Leander (see below). And be sure that you know at least the basics as far as the analysis of narrative texts is concerned – at least the most important categories of narratology, and the most important rhetorical figures. Master copies will be provided at the beginning of the semester.

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 is to be sent to vera.nuenning@urz.uni-heidelberg.de by the 25th of February.

Texts: Niels B. Leander, *"To Begin with the Beginning: Birth, Origin and Narrative Inception." Narrative Beginnings: Theories and Practices*. Ed. Brian Richardson. Lincoln and London: University of Nebraska Press, 2008, 15-28.

Scheinerwerb:

Course requirements: In addition to regular attendance and active class participation (1 credit point) and preparation/homework time (3 credit points), participants will be expected to give an oral presentation (plus a handout) (1 credit point) and write a 'Hauptseminararbeit' (3 credit points) if they want to receive a 'Hauptseminarschein'

Modernism

Dr. C. Lusin Wed 16:15 - 17:45 113 2st.

“On or about December, 1910, human character changed”, Virginia Woolf notes in her essay “Mr Bennett and Mrs Brown”. She is referring to the momentous impact of a major cultural event of that time, an exhibition that showcased works by Cézanne, Gauguin, van Gogh and Picasso. The general public was not amused at what these wannabe painters proposed as art. Contemporary writers, however, were simply riveted by the revolutionary aesthetics these painters introduced. By the early 20th century, a number of path-breaking innovations in technology, science, philosophy and psychology as well as the devastating experience of World War I had destabilised and transformed previous conceptions of man, reality and the world. Many artists hence shared a concern for exploring new aesthetic forms that facilitated expressing a profoundly changed perception of the world.

In this course, we will trace the cultural and historical origins as well as the development of modernist aesthetics drawing on the works of several canonical authors, including Joseph Conrad, Katherine Mansfield, James Joyce and Virginia Woolf.

Please register per Email: Caroline.Lusin@as.uni-heidelberg.de

Texts:

- Joseph Conrad, *Heart of Darkness*. London, New York: Penguin, 2012. Penguin Modern Classics.
- James Joyce, *Dubliners*. London, New York: Penguin, 2012. Penguin Modern Classics.
- Katherine Mansfield, *Selected Stories*. Oxford: Oxford UP, 2008. Oxford World's Classics.
- Virginia Woolf, *Mrs. Dalloway*. London, New York: Penguin, 2012. Penguin Modern Classics.

Seamus Heaney

Prof. Dr. P. Schnierer Thu 11:15 - 12:45 333 2st.

This seminar will focus on the complete works of one of Ireland's great poets. We will study Heaney's poetry for its aesthetic excellence, but of course questions of cultural, religious and particularly political contexts will not be ignored. We will also look at poems and poets that influenced Heaney, above all Yeats and Dante. You must have read *Death of a Naturalist* (1966) and at least two more of his collections before the beginning of term. You can register an interest in this class from the moment you read this until March 1st: just send me a mail. The next steps will comprise an affirmation of interest, a short paper stating your research plans, proof of successful participation in a PS II, and attendance at the first meeting. I will offer a place to all who comply with these requirements.

Two Centuries of American Melodrama

PD Dr. M. Peterfy, Thu 14:15 - 15:45 110 2st.

The fact that melodrama is increasingly invoked as a serious and central category to assess the American modern cultural imagination has also lead to a new interest in the historical study of this genre going back to the 18th century. In this seminar we will look at the beginnings of the melodramatic imagination in the theater of the Early Republic, then move on to temperance plays, and the representation of the melodramatic Indian on stage. The reaction against melodrama in plays around 1900 will also be examined, just as its presence in fictional works. Finally, we will look at the development of the melodramatic mode in in 20th century cinema and film.

Please read Nathaniel Hawthorne, *The Scarlet Letter*, and F Scott Fitzgerald, *The Great Gatsby*, before the semester starts. A Reader with additional texts will be provided.

American Realism and Naturalism

PD Dr. M. Peterfy, Thu 9:15 - 10:45 110 2st.

"It always seemed to me that each human being, before going out into the silence, should leave behind him, not the story of his own life, but of the time in which he lived, – as he saw it, – its creed, its purpose, its queer habits, and the work which it did or left undone in the world. Taken singly, these accounts might be weak and trivial, but together, they would make history live and breathe. " (Rebecca Harding Davis)

This statement contains the beginnings of a theory of literary realism – a theory that was not to remain unchallenged during its further development. In this seminar, we will be concerned with influential works of American literary realism on the one hand, and also with theoretical issues of literary representation: How do authors arrive at a knowledge of an experienced reality, and how do they translate this knowledge into language and text? Which existing literary conventions do they break, and what are the new conventions that they establish? Moving from a historical understanding of the possibilities of fiction, to more complicated representational strategies (psychological, ideological), we will explore short narratives by Rebecca Harding Davis, Bret Harte, Stephen Crane, and the following novels:

- William Dean Howells, *The Rise of Silas Lapham*
- Henry James, *Portrait of a Lady*
- Theodore Dreiser, *Sister Carrie*
- Kate Chopin, *The Awakening*

Please read the novels before the beginning of the semester. A Reader with the shorter texts will be made available by the beginning of April.

Master-Kolloquium

Recent Trends in English Studies

TBA Tue, 13:15 – 14:00 AS Room 113

For M.A.-students (of both literature and linguistics) only.

No registration is needed.

5 *Examensvorbereitung/Kolloquien*

5.1 Sprachwissenschaft

Colloquium for exam candiidates

Prof. Dr. B. Busse Tue 11:15 - 12:45 Neue Uni HS 05 2st.

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

Please contact Mrs Anika Conrad by March 31, 2014 at anika.conrad@as.uni-heidelberg.de to sign up for the course.

Colloquium for exam candidates

Priv.-Doz. Dr. N. Nesselhauf Wed 09:15 - 10:45 113 2st.

This course is intended to assist students in preparing for the oral part of the Staatsexamen. We will discuss the choice of suitable topics and literature and revise basic linguistic knowledge. Also, we will cover the different areas of specialization of the participants and practice possible exam questions.

To register, please send an email to Nadja.Nesselhauf@urz.uni-heidelberg.de. Priority will be given to those students who will be taking the oral exam with me in the following semester.

The Structure of Present-Day English

Dr. M. Isermann Tue, 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.

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.

Note: There will be a one-hour Übung accompanying the course on Fridays, 11-12.30 h, and, possibly, another one to be arranged in class.

Texts: A reader may be obtained from the Copy Corner. Additional course material can be downloaded from Moodle2.

Examenskolloquium

Prof. Dr. S. Kleinke Thu, 11:15 – 12:45 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: E-mail an **Sonja.Kleinke@as.uni-heidelberg.de**.

Research Colloquium

Prof. Dr. S. Kleinke Wed, 18:15 – 19:45 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. This semester, the course will be held as a joint course between Prof. Kövecses (technically linked to his HS 'Practical explorations into cognitive metaphor and metonymy') and myself to account for students who have attended Prof. Kövecses's classes and want to write their final thesis in the area of cognitive metaphor and metonymy.

N.B.: A detailed seminar plan and how the courses will be linked technically will be passed around before the first session via E-Mail.

Registration: You can register for this class during my office hours (preferred) **and** by e-mail at **Sonja.Kleinke@as.uni-heidelberg.de**.

5.2 Literaturwissenschaft

Examenskolloquium

Prof. Dr. P. Schnierer Mon 11:15 - 12:45 113 2st.

Diese Ankündigung ist auf Deutsch, aber das Kolloquium wird beide Sprachen in ihr Recht setzen. Es soll der Vorbereitung auf Staatsexamina und Magisterprüfungen dienen und wird sich demnach an Ihren Themen, insbesondere denen Ihrer mündlichen Prüfungen orientieren. Ein mock exam ist ebenso geplant wie die individuelle Beratung bei der Konzeption Ihrer Prüfungsthemen.
Anmeldung ab sofort per Email pps@urz.uni-heidelberg.de

Examenskolloquium

Prof. Dr. V. Nünning Wed 11:15 - 12:45 116 2st.

In this colloquium, we will discuss topics relevant to the final exams. The participants will talk about topics for final papers and how these should best be structured (Zulassungsarbeit, Bachelor-, Master- & Magisterarbeit), about suitable topics for the oral exams, about an ideal preparation for the written and oral exams, and about what kind of knowledge should be attained so as to get an adequate overview of English Literature. And since a good preparation for the exam should ideally begin with the selection of seminars during the main study period, participants who have not yet completed all necessary courses may also take part.

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.

5.3 Sprachpraxis

Translation into English

K. Henn	Mon, 16:15 – 17:45	AS Room 122
D. O'Brien	Tue, 11:15 – 12:45	AS Room 112

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 term.

Registration: Registration is through Sign Up only.

6 *Oberseminare*

6.1 Oberseminar Literaturwissenschaft

Oberseminar

Prof. Dr. V. Nünning Tue 14:15 - 15:45 116 2st.

This seminar is intended for doctorate students of English and American Studies in the field of Literary Science. Here, basic problems that arise when writing a dissertation, as well as selected theories and topics will be discussed.

Please register personally with me during my office hours.

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

Eine persönliche Anmeldung in meiner Sprechstunde ist erforderlich.

Oberseminar

Prof. Dr. P. Schnierer Thu 18:15 - 19:45 112 2st.

Dieses Oberseminar steht vorrangig Studierenden offen, die Qualifikationsschriften jenseits der Bachelorstufe verfassen: Zulassungsarbeiten, Masterarbeiten und Doktor-Dissertationen. Wir werden uns, ausgehend von Ihren Forschungen, mit aktuellen Problemen der Literaturwissenschaft beschäftigen und dabei auch die Literaturproduktion der Gegenwart verfolgen. Ich bitte um persönliche Anmeldung, entweder in einer meiner Sprechstunden oder per Email.

7 Fachdidaktik

Fachdidaktik I

J. Naßutt Mon 14:15 - 15:45 108 2st.

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
Texts: Lehrwerke werden gestellt

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

Regelmäßige Anwesenheit, aktive Teilnahme, eine Hausarbeit von ca. 10 Seiten oder ein gehaltenes Referat und dessen schriftliche Zusammenfassung auf 5 - 7 Seiten.

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

Fachdidaktik 1

I. Sikora-Weißling Thu 14:15 - 15:45 122 2st.

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
Texts: Lehrwerke werden gestellt

Scheinerwerb:

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

Regelmäßige Anwesenheit, aktive Teilnahme, eine Hausarbeit von ca. 10 Seiten oder ein gehaltenes Referat und dessen schriftliche Zusammenfassung auf 5-7 Seiten.

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

Fachdidaktik 1

I. Sikora-Weißling Thu 16:15 - 17:45 122 2st.

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

Texts: Lehrwerke werden gestellt

Scheinerwerb:

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

Regelmäßige Anwesenheit, aktive Teilnahme, eine Hausarbeit von ca. 10 Seiten oder ein gehaltenes Referat und dessen schriftliche Zusammenfassung auf 5-7 Seiten.

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

Fachdidaktik 2

Frau Mußmann Mon 16:15-17:45, 112

Textarbeit im Englischunterricht

The focus of this course will be on "how to deal with texts at school." Following an overview, we will pursue a practical-oriented approach and, based on teaching methodology/ didactics, deal with precise examples that can be used in English lessons.

Requirements: active participation & regular attendance; term paper/ oral presentation & paper

Note: This course is only open to students having done "Fachdidaktik I" and their internship at school ("Praxissemester").

Literatur: Participants are asked to have read J. Walls' *Half Broke Horses* by May 2014.

Fachdidaktik 2

Frau Schwarz Mon 11:15-12:45, 122

kompetenzorientierter Englischunterricht
Die Veranstaltung richtet sich ausschließlich an Studentinnen und Studenten nach dem Praxissemester.
Im Mittelpunkt steht die Behandlung verschiedener Möglichkeiten der Schulung der Kompetenzen im Englischunterricht der Sekundarstufen I und II. Didaktisch-methodische Aspekte werden vorgestellt, gemeinsam und selbstständig erarbeitet, verglichen und reflektiert.

Anforderungen: regelmäßige und aktive Teilnahme an den Sitzungen, Vor- und Nachbereitung verschiedener Unterrichtseinheiten, Impulsreferat mit schriftlicher Ausarbeitung, Hausarbeit im Umfang von ca. 10 Seiten.

8 *Sprachpraxis*

8.1 Pronunciation Practice BE

M. Kucher	Tue, 08:15 – 09:00	ZSL 320
M. Kucher	Tue, 09:15 – 10:00	ZSL 320
M. Kucher	Tue, 10:15 – 11:00	ZSL 320
M. Kucher	Tue, 11:15 – 12:00	ZSL 320
M. Kucher	Tue, 12:15 – 13:00	ZSL 320

This is a class in the language lab which aims at improving your English pronunciation. As it is largely based on the theoretical knowledge you acquire in the lecture “Introduction to English Phonology and Phonetics”, it should be taken in the same semester as the lecture, but certainly not before the lecture. The Schein that you receive for passing this class is the so-called "Aussprachetest." You have to sign up online for either British English (BE) or American English (AE) classes before the start of the semester in order to obtain a place. Please note that you will lose your place in this course if you do not attend the first session (**N.B.: courses start in the 1st week of the semester**).

8.2 Pronunciation Practice AE

This is a class in the language lab which aims at improving your English pronunciation. As it is largely based on the theoretical knowledge you acquire in the lecture “Introduction to English Phonology and Phonetics”, it should be taken in the same semester as the lecture, but certainly not before the lecture. The Schein that you receive for passing this class is the so-called "Aussprachetest." You have to sign up online for either British English (BE) or American English (AE) classes before the start of the semester in order to obtain a place. Please note that you will lose your place in this course if you do not attend the first session (**N.B.: courses start in the 1st week of the semester**).

Die Termine der Begleitkurse standen am Redaktionsschluss dieses Dokuments (16.01. 2014) noch nicht fest.

8.3 Grammar/Tense and Aspect

K. Pfister	Tue, 11:15 – 12:45	AS Room 114
K. Henn	Tue, 16:15 – 17:45	AS Room 112
D. O'Brien	Wed, 09:15 – 10:45	AS Room 112
K. Pfister	Thu, 09:15 – 10:45	AS Room 116

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).

8.4 Grammar/Tense and Aspect for Repeat Students

C. Burmedi	Tue, 09:15 – 10:45	AS Room 122
C. Burmedi	Tue, 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.

8.5 Writing/Essential Skills for Writing

K. Henn	Mon, 14:15 – 15:45	AS Room 122
D. O'Brien	Tue, 09:15 – 10:45	AS Room 112
K. Henn	Tue, 11:15 – 12:45	AS Room 116
K. Henn	Tue, 14:15 – 15:45	AS Room 112
K. Henn	Thu, 11:15 – 12:45	AS Room 116
D. O'Brien	Fri, 11:15 – 12:45	AS Room 122

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. **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.**

Course requirements: 3 Leistungspunkte (regular attendance: 1 LP, homework time: 1 LP, exam: 1 LP)

8.6 Translation into English/Structure and Idiom

K. Pfister	Mon, 11:15 – 12:45	AS Room 114
K. Pfister	Tue, 09:15 – 10:45	AS Room 113
B. Gaston	Wed, 14:15 – 15:45	AS Room 108
B. Gaston	Wed, 16:15 – 17:45	AS Room 122
A. Mau	Thu, 14:15 – 15:45	AS Room 112

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

Course requirements: 3 Leistungspunkte (regular attendance: 1 LP, homework time: 1 LP, exam: 1 LP)

8.7 English in Use

Business English

K. Zawatzky Mon, 11:15 – 12:45 AS Room 116

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, 9:15 – 10:45 AS Room 112

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 work.

Course requirements: Regular attendance, active participation, three pieces of homework, final exam.

KISS-Professional Presentation and Moderation (Blockveranstaltung)

K. Gunkel Sa 26.4., 10.5., 17.5., 14.6.2014, jeweils 11-13 und 15-18 Uhr R 108 2st.

KISS (Keep It Short and Simple) aims at developing your confidence and clarity when delivering presentations in English for different professional settings. 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 chair meetings or conferences effectively by applying powerful moderation techniques for utilizing the competence of all participants within a productive atmosphere. This course is suitable for both beginning teachers and young professionals.
Assessment: two 5-minute presentations; and one 15-minute end-of-term presentation. Participants are expected to chair and/or participate in a mock meeting and give constructive impromptu feedback to their fellow students.
Requirements: PowerPoint/Keynote. Please bring your own laptop or tablet computer.

8.8 Advanced Writing/Academic Essay Writing

Teilnahmevoraussetzungen:

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.

Lecture: Academic Essay Writing

C. Burmedi Montag 14:15 - 15:45 Neue Uni 2st.

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 analysis charts and outlines 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' writing.

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.

8.9 Stylistics/Grammar and Style II

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

Exposition and Argumentation

D. Stewart	Tue, 09:15 – 10:45	AS Room 108
D. Stewart	Tue, 11:15 – 12:45	AS Room 333
D. O'Brien	Tue, 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').

Description and Narration

B. Gaston	Mon,11:15 – 12:45	AS Room 115
B. Gaston	Mon, 14:15-15:45	AS Room 116
C. Burmedi	Thu, 09.15-10.45	AS Room 122
C. Burmedi	Thu, 11:15-12:45	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.

8.10 Exposition and Argumentation

Only for Staatsexamen and BA students who began their studies in winter 2010/11 or later (or who switch to the new Prüfungsordnung). All other students please look at "Stylistics".

Teilnahmevoraussetzungen:

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

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

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

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

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

Old 50% BA: Phonetics, Grammar, Writing.

D. Stewart	Tue, 09:15 – 10:45	AS Room 110
D. Stewart	Tue, 11:15 – 12:45	AS Room 333
D. O'Brien	Tue, 16:15 – 17:45	AS Room 122

Description see page 60.

8.11 Description and Narration

Only for Staatsexamen and BA students who began their studies in winter 2010/11 or later (or who switch to the new Prüfungsordnung). All other students please look at "Stylistics".

Teilnahmevoraussetzungen:

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

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

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

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

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

Old 50% BA: Phonetics, Grammar, Writing.

C. Burmedi	Thu, 09:15 – 10:45	AS Room 122
C. Burmedi	Thu, 11:15 – 12:45	AS Room 122

Description see page 60.

B. Gaston	Mon, 11:15 – 12:45	AS Room 333
B. Gaston	Mon, 14:15 – 15:45	AS Room 116

Description see page 59.

8.12 Translation II (E-G)

K. Gunkel	Thu, 08:30 – 10:00	AS Room 333
K. Gunkel	Thu, 18:15 – 19:45	AS Room 122
K. Gunkel	Fri, 09:15 – 10:45	AS Room 122

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

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

8.13 Advanced English in Use

Latin Elements in English

D. Stewart	Thu, 14:15 - 15:45	AS Room 113

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 work will be assigned on a weekly basis. Grades will be based on a series of in-class quizzes, homework assignments, and a final exam.

Exposition and Argumentation

D. Stewart	Tue, 09:15 – 10:45	AS Room 110
D. Stewart	Tue, 11:15 – 12:45	AS Room 333
D. O'Brien	Tue, 16:15 – 17:45	AS Room 122

Description see page 60.

Description and Narration

C. Burmedi	Thu, 09:15 – 10:45	AS Room 122
C. Burmedi	Thu, 11:15 – 12:45	AS Room 122

Description see page 60.

B. Gaston	Mon, 11:15 – 12:45	AS Room 333
B. Gaston	Mon, 14:15 – 15:45	AS Room 116

Description see page 60.

9 *Ethisch-Philosophisches Grundstudium*

Philip Roth

Dr. E. Hänßgen Wed 11:15 - 12:45 115 2st.

Description see page 29.

British Literature and Culture in the Age of Enlightenment

E. Redling Thu 11:15 - 12:45 115 2st.

Description see page 27.

The Enlightenment and the Modern Self

Dr. H. Grundmann Wed 09:15 - 10:45 115 2st.

Description see page 25.

10 *Sonstiges*

Preparation Course for Assistant Teachers

K. Henn Thu 14:15 - 15:45 116 2st.

This is primarily a class for all those who have applied for a place as an assistant teacher in the 2014-15 school year. After a brief introduction to communicative teaching techniques, you will lead a set of speaking skills activities using your classmates as your students. The aim is to learn by having fun, and each set of activities is followed by good-humoured feedback from the class.

Students who have not applied as assistant teachers are also very welcome, space permitting: please send an email to kay.henn@as.uni-heidelberg.de.

BA students will be awarded 2 ÜK credit points for completing the class.

Assistant teachers will be awarded Cultural Studies credit points for active participation plus an essay written during your assistant teacher year.

Please note that there are NO Fachdidaktik credits for this class

Advanced Translation into English

P. Bews Thu, 16:15 – 17:45 AS Room 114

This course is primarily intended for SE students who are not taking their SE until autumn 2014 at the earliest. Students taking their SE in the spring of 2014 need to attend a class of Frau Henn or Mr.O'Brien.

We will translate newspaper texts largely and, I hope, cover many of the typical problems German students have when translating into English.

BA students also welcome, but the standard is high.

Creative Writing

P. Bews Thu 18:15 - 19:45 333 2st.

C. Burmedi Wed 09:15 - 12:45 122 210st.

British Political Theatre in the 1970s

Prof. Dr. R. Schäffner Mon 14:15 - 15:45 333 2st.

This course is intended for students who are particularly interested in the interrelationship between socio-political and theatrical developments. Focusing on the period between 1968 and 1983, we will study theoretical texts and seminal plays by some of the major dramatists of this heyday of political theatre, such as Howard Brenton, Caryl Churchill, David Edgar, Trevor Griffiths, David Hare and John McGrath.

Students are expected to read one or two plays each week, prepare short presentations and participate actively in class discussions. A reading list and schedule for this course will be provided in the first session. It is not possible to acquire a Schein. The course primarily offers a forum for reading and discussion.

To register for this course, please send an email to Raimund.Schaeffner@urz.uni-heidelberg.de

Exam Colloquium

Prof.Dr. S. Kleinke Thu 11:15 - 12:45 112 2st.

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

Anmeldung für das Kolloquium über E-Mail: anmeldung.kleinke@as.uni-heidelberg.de

Texts:

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

Writing Resources Center

The university's Writing Resources Center helps students improve their academic writing skills in English in a one-on-one setting. Students are welcome to make appointments to work with WRC staff at any stage of the writing process, from overall organization of a paper to sentence construction or punctuation. The WRC offers appointments at two locations:
Writing Resources Center Altstadt, Anglistisches Seminar and WRC Satellite office
INF 368, Sciences Branch Library (Zweigstelle)

Please see our website for further information, including scheduling procedures:
http://www.as.uni-heidelberg.de/studium/wc.php

ZUSÄTZLICHES BLOCKSEMINAR THEATERPRAXIS

Language, Time and Space in modern Playwriting

Blockseminar an drei Wochenenden SoSe 2014

Dozent: Dirk Laucke (Autor)

Will ein Theatertext nicht das simplere Filmdrehbuch sein, gewinnt es seinen Mehrwert gerade durch den eigenständigen künstlerischen Umgang mit den Elementen Sprache, Ort und Zeit. Das Seminar geht ihnen anhand von Beispielen aus der gegenwärtigen englischsprachigen Dramatik und Schreibübungen nach. Die Studierenden werden kritisch ermutigt, die Arbeit an einem eigenen dramatischen Text über den Zeitraum des Seminars fortzuführen.

10./11. Mai

Grundfragen der Rhetorik im szenischen Schreiben - am Beispiel von Simon Stephen's Stück *Port*. Schreibaufgaben zur Dialogführung. Komponenten sprachlicher Äußerungen. Entwicklung einer dialogischen Szene.

14./15. Juni

Am Beispiel von Shakespeare's *Midsummer Night's Dream* nähern wir uns der theaterspezifischen Form des Monologs wie auch des Spiels mit Raum und Zeit. Verwechslungskomödien und Zauberei sind indes nicht mehr notwendig, um Einheit von Zeit und Ort einer Handlung hinter sich zu lassen. Betrachtung an modernen Beispielen englischsprachiger Dramatik und im schreibenden Selbstversuch.

28./29. Juni

Auswertung der Schreibaufgabe. Umgang mit Raum und Zeit in Simon Stephen's *Port*. Besteht ein Zusammenhang zu gesellschaftlicher Platzierung der Figuren? Sprachliche Annäherung an Milieus. Techniken der Sprachmemorierung.

Anmeldungen bitte an Dirk Laucke: dlaucke@gmx.de

Bitte beachten Sie, eine maximale Teilnehmerzahl von 15 Studierenden!

Für die Teilnahme können Studierende (BA/ MA / STX-Gympo) credit points erhalten (nähere Auskünfte und Anerkennung bei Dr. Kirsten Hertel)

Übergreifende Kompetenzen

Übergreifende Kompetenzen/Übungen

In einem gemeinsamen interdisziplinären Lehrveranstaltungspool „Übergreifende Kompetenzen“ werden von den Instituten und Seminaren der Neuphilologischen, der Philosophischen und der Theologischen Fakultät ausgewählte Lehrveranstaltungen auch für „fachfremde“ Studierende geöffnet, die im Rahmen ihres Bachelor-Studiums Leistungspunkte aus dem Bereich der Übergreifenden Kompetenzen erwerben können. Ist die Teilnehmerzahl einer Veranstaltung beschränkt, so werden die „eigenen“ Studierenden des Faches bevorzugt aufgenommen; es empfiehlt sich also eine frühzeitige Anmeldung bzw. Nachfrage bei den Dozenten/Dozentinnen, ob noch Plätze zur Verfügung stehen.

Bitte entnehmen Sie die Informationen zur Art des Leistungsnachweises und zur Anzahl der zu vergebenen Leistungspunkte den kommentierten Vorlesungsverzeichnissen oder erfragen Sie diese direkt bei den Dozenten/Dozentinnen der Lehrveranstaltungen.

Grundsätzlich gilt für den Erwerb von Leistungspunkten:

a) Die bloße Teilnahme an einer Veranstaltung reicht nicht aus - es ist auf jeden Fall ein Leistungsnachweis zu erbringen, der allerdings in der Regel unbenotet ist.

b) Wenn Sie nicht sicher sind, ob Ihnen eine Veranstaltung, die Sie besuchen möchten, für den Bereich „Übergreifende Kompetenzen“ angerechnet werden kann, wenden Sie sich bitte an den zuständigen Studienberater desjenigen Faches, in dem die Anrechnung erfolgen soll. Die für das aktuelle Semester gemeldeten Veranstaltungen können Sie online über LSF (**http://lsf.uni-heidelberg.de**) abfragen: über „Veranstaltungssuche“ gelangen Sie auf eine Suchmaske, in der Sie durch Anklicken von „Ja“ in der letzten Zeile „Übergreifende Kompetenzen“ und die Auswahl der drei oben genannten Fakultäten unter „Einrichtung“ den gesamten Pool abrufen können. Sollten Sie Ihre Suche einschränken wollen (z.B. auf einzelne Fakultäten oder Fächer usw.), so können Sie das durch eine spezifischere Auswahl im Feld „Einrichtung“ und/oder mit Hilfe der andern Suchkriterien tun.

Das anglistische Seminar bietet folgende Veranstaltungen an, die **von Studierenden der Anglistik nutzbar** sind.

Preparation Course for Assistant Teachers

K. Henn Thu 14:15 - 15:45 116 2st.

This is primarily a class for all those who have applied for a place as an assistant teacher in the 2014-15 school year. After a brief introduction to communicative teaching techniques, you will lead a set of speaking skills activities using your classmates as your students. The aim is to learn by having fun, and each set of activities is followed by good-humoured feedback from the class.

Students who have not applied as assistant teachers are also very welcome, space permitting: please send an email to kay.henn@as.uni-heidelberg.de.

BA students will be awarded 2 ÜK credit points for completing the class.

Assistant teachers will be awarded Cultural Studies credit points for active participation plus an essay written during your assistant teacher year.

Please note that there are NO Fachdidaktik credits for this class.

Creative Writing

P. Bews Thu 18:15 - 19:45 333 2st.

Language Reading Group

Dr. F. Polzenhagen Fri 11:15 - 12:45 112 2st.

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?

ÜK-Punkte, die in dieser Veranstaltung erworben werden, können nicht am AS selbst angerechnet werden (nur an anderen Instituten).