UNIVERSITÄT HEIDELBERG
Zukunft. Seit 1386.



Anglistisches Seminar

Ruprecht-Karls-Universität Heidelberg

Korrekturen 5.2.2015

HS Transcendentalism (redaktionell)
HS Modernizing America (Ort)
HS Literary Bohemia (redaktionell, Termine)
HS Gothic Fiction … (redaktionell)
Kolloquium Prof. Nünning (redaktionell)
Proseminar B. Woodley (kein EPG-Schein)
Tutorien EV Sprachwiss (entfernt)

Kommentiertes Vorlesungsverzeichnis

Sommersemester 2015

Inhaltsverzeichnis

1. Einleitung.....1

1.1 Termine und Fristen.....1

1.2 Leistungsbezeichnungen und Modulzuordnungen in der Übergangsphase zu den neuen Prüfungsordnungen.....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.....6

2.3 Vorlesung moderne Sprachwissenschaft.....7

2.4 Vorlesungen Literaturwissenschaft.....8

2.5 Vorlesung Kulturwissenschaft.....10

3. Einführungsveranstaltungen.....11

3.1 Einführung Sprachwissenschaft.....11

3.2 Einführung Literaturwissenschaft.....11

3.3 Tutorium EV Sprachwissenschaft.....11

3.4 Tutorium EV Literaturwissenschaft.....12

4. Proseminare.....13

4.1 Fundamentals of Research and Writing.....13

4.2 Proseminar I Sprachwissenschaft.....13

4.3 Proseminar II historische Sprachwissenschaft (Überblick).....17

4.4 Proseminar II historische Sprachwissenschaft (Periode).....18

4.5 Proseminar II moderne Sprachwissenschaft.....20

4.6 Proseminar I Literaturwissenschaft.....21

4.7 Proseminar II Literaturwissenschaft.....24

4.8 Proseminar I Kulturwissenschaft (anwendungsorientiert)/Landeskunde.....27

4.9 Proseminar I Kulturwissenschaft (theoretisch).....28

4.10 Proseminar II Kulturwissenschaft/Landeskunde.....29

5. Hauptseminare.....31

5.1 Hauptseminare Sprachwissenschaft.....31

5.2 Hauptseminar Literaturwissenschaft.....34

6. Projektseminar.....41

7. Kolloquien.....42

7.1 Kolloquien Literaturwissenschaft.....42

7.2 Kolloquien Sprachwissenschaft 43

8. Oberseminar.....44

9. Examensvorbereitung.....45
10. Fachdidaktik.....46
10.1 Fachdidaktik I.....46
10.2 Fachdidaktik II.....46
10.3 Preparation Course for Assistant Teachers.....48
10. Sprachpraxis.....50
11.1 Pronunciation Practice BE.....50
11.2 Pronunciation Practice AE.....50
11.3 Grammar/Tense and Aspect.....50
11.4 Grammar/Tense and Aspect for Repeat Students.....51
11.5 Writing/Essential Skills for Writing.....51
11.6 Translation into English/Structure and Idiom.....52
11.7 English in Use.....52
11.8 Advanced Writing/Academic Essay Writing.....53
11.9 Stylistics/Grammar and Style II.....54
11.10 Exposition and Argumentation.....55
11.11 Description and Narration.....55
11.12 Translation II (E-G).....56
11.13 Advanced English in Use.....56
12. Ethisch-Philosophisches Grundstudium.....58
13. Sonstiges.....59
13.1 Lektürekurs.....60
14. Übergreifende Kompetenze*n*.....61

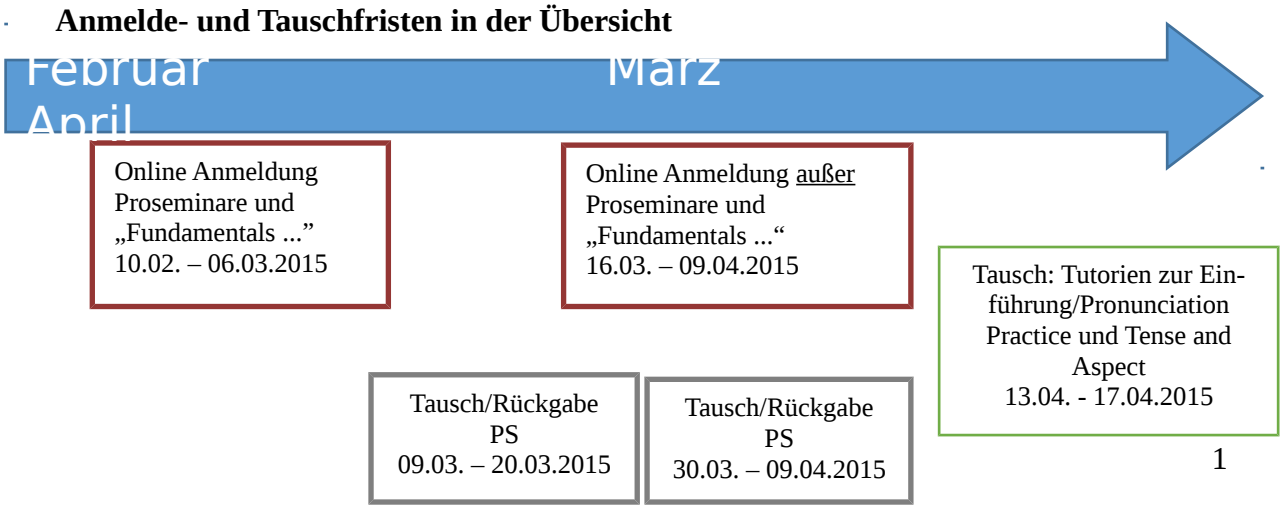
1. Einleitung

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 3. Februar 2015.

1.1 Termine und Fristen

Vorlesungsdauer am Anglistischen Seminar	14.04.2015 – 25.7.2015
Projektwoche	01.06.2015 – 05.06.2015
Orientierungseinheit für Studienanfänger	08.04.2014
Feiertage	01.05.2015, 14.05.2015, 25.05.2015, 04.06.2015
Online Anmeldung für Proseminare und „Fundamentals of Research and Writing"	10.02.2015 – 06.03.2015
Tausch- und Rückgabemöglichkeit für Plätze in Proseminaren	09.03.2015 – 20.03.2015 30.03.2015 – 09.04.2015
Online Anmeldung für Kurse außer Proseminaren und außer „Fundamentals of Research and Writing"	16.03.2015 – 09.04.2015
NEU: Tausch Tutorien zur Einführung, Pronunciation Practice und Tense and Aspect:	13.04.2015 – 17.04.2015

- **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 „SignUp" online einsehen, in welchen Kursen Sie einen Platz erhalten haben.

Im Wintersemester 2014/15 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 28. Juli 2014 bis 15. August 2014 und melden Sie sich zu den Proseminaren über SignUp (Kurswahl) an. Nur Gasthörer (ohne Scheinerwerb) sowie ausländische Studierende ohne Immatrikulation in Anglistik melden sich persönlich zu Proseminaren an.

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

Die frühere persönlichen Anmeldung zu Proseminaren litt darunter, dass viele Studierende sich quasi vorsichtshalber für mehrere Proseminare angemeldet haben. Nach der gewünschten Zusage wurden oft die verbleibenden Anmeldungen nicht zurückgenommen. So galten einige Seminare als überfüllt, obwohl durchaus noch Studierende hätten aufgenommen werden können. Die Seminarleitung hat daher in Absprache mit der Fachschaft beschlossen, versuchsweise ab Sommersemester 2011 die Anmeldung zu Proseminaren auch über SignUp abzuwickeln. Inzwischen wurde eine Kommission mit der Aufgabe eingesetzt, das Verfahren weiter zu 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 gewährleisten.

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

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

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

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

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

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

Zur Anmeldung für die Teilnahme an einem Kurs wählen Sie in Ihrem „SignUp”-Konto die ab Beginn der Anmeldefrist freigeschaltete Leiste „Kursauswahl” am linken Rand unter den Leisten „LogOut”, „Daten”, „Leistungen”, etc. Dort wählen Sie dann den jeweiligen Kurstyp, zum Beispiel „Grammar/Grammar and Style I”, „Pronunciation Practice/Begleitkurse Phonetik AE”, etc. Das weitere Vorgehen erklärt sich von selbst.
Auf der Homepage der Anglistik gibt es darüber hinaus in der Rubrik “SignUp” einen Bildschirmfilm, der das Anmelden vorführt.

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

ausreichend Möglichkeit der Besprechung und Lösung individueller Probleme (s. Aushang).

1.4 Orientierungseinheit für Studienanfänger

Am Mittwoch, dem 8. April 2015 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 & Franziska Friedl
Redaktionsschluss: 3. Februar 2015

2. Vorlesungen

2.1 Phonetik

Introduction to English Phonology and Phonetics

Priv.-Doz. Dr. N. Nesselhauf Montag 14:15 - 15:45 Heuscheuer I

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. 2013. *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

Language and Space

Prof. Dr. B. Busse Dienstag 09:15 - 10:45 HS 12

There is a general consensus in linguistics that place and time are the most determining factors causing variation and change. This lecture examines the interrelations between language use and the creation of places of interaction, both past and present. We will study some of the recent and more traditional approaches and models in the field, including sociolinguistic and geolinguistic studies, studies from anthropology and human geography. One focus will be on the study of urban places and how these are created, represented, evaluated, described and perceived in a variety of urban discourses.

At the same time, this lecture will be very hands-on, as you will be introduced to a number of methodologies useful for the analysis of language and space.

Texts: Readings will be uploaded on Moodle.

This is a lecture specifically designed for MA-students only.

Please contact Mrs Anika Conrad by 1 March 2015 at <anika.conrad@as.uni-heidelberg.de> to sign up for the course.

2.3 Vorlesung moderne Sprachwissenschaft

Language and Thought

Priv.-Doz. Dr. A. Gerbig Montag 16:15 - 17:45 110

A language comes with a culture – a culture with societies – societies with people, collectively and individually. Do speakers of different languages think differently? Do the differences in thought stem from the linguistic differences? Or are the differences in thought due to other cultural (non-linguistic) influences?

Related questions have been investigated by Wilhelm von Humboldt, Ludwig Wittgenstein, Franz Boas, Edward Sapir and Benjamin Lee Whorf (amongst others). Arguments of linguistic determinism, linguistic constructivism or linguistic mediation have been discussed. We will look at methods and findings investigating the intricate relationship between language and conceptualization. There is fascinating work by psycholinguists, cognitive linguists, sociolinguists and language philosophers.

Texts: I will use extracts from:

- Carruthers, P. and J. Boucher. 1998. *Language and Thought*. Cambridge University Press.
- Collin, F. 1997. *Social Reality*. Routledge.
- Gumperz, J. and S. Levinson (eds). 1996. *Rethinking Linguistic Relativity*. Cambridge University Press.
- Lee, P. 1996. The Whorf Theory Complex. John Benjamins.
- Levinson, S. 2000. *Presumptive Meanings: The Theory of Generalized Conversational Implicature.* MIT Press.
- Nuyts, J. and E. Pederson (eds). 1997. *Language and Conceptualization*. Cambridge University Press.
- Searle, J. 1995. *The Construction of Social Reality*. Penguin.
- Searle, J. 1998. *Mind, Language and Society*. Basic Books.

- Stubbs, M. 2001. *Words and Phrases*. Blackwell.

Plus recent publications available online. Most of the texts will be made available to you on moodle.

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 Literature 1660-1700

Prof. Dr. P. Schnierer Montag 9:15 - 10:45 NUni HS 14

Restoration, Glorious Revolution, steps towards an Empire. Plague, Great Fire of London, syphilis. Royal Society, Newton, Locke. Milton, Behn, Rochester. Enough to keep us occupied, whether we are focussed on cultural studies or aesthetics. Prepare by reading Milton's *Paradise Lost*; it's too complex to be read quickly between lectures.

Black and Asian British Writing, 1700 to the Present Time

Priv.-Doz. Dr. J. Rupp Mittwoch 09:15 - 10:45 110

The work of black and Asian British writers – so identified as shorthand for invariably complex family histories linking them to places elsewhere in the former imperial world – is at the heart of British literature today. Processes of canonisation are slow, however, and blanket terms like ‘black’ and ‘Asian’ or even ‘British’ are not unproblematic when in fact many of these writers are also discussed in terms of other national literatures (Caribbean, Indian, African, etc.). This state of affairs only highlights the need to place black and Asian British writing on the critical agenda, and to explore its relationship with other Anglophone literatures around the globe.

Moreover, while giving an overview of today’s writers (Salman Rushdie, Hanif Kureishi, Zadie Smith et al.), this course of lectures will also address their predecessors (Olaudah Equiano, Mary Seacole et al.) in a longer, less often told (pre-)history of black and Asian British writing dating back as far as the 18th century. We will trace lines of influence in terms of genres and writing styles, with a focus on literature and occasionally taking into account other media as well. Moreover, we will deal with the historical and cultural challenges which black and Asian British writers have responded to and reworked creatively, including the end of Empire, post-WWII migration, the rise of multicultural Britain and the making of new identities.

Romanticism in US Literary Culture 1820 - 1865

Prof. Dr. G. Leypoldt Donnerstag 11:15 - 12:45 Heuscheuer I

This course of lectures will review the literary and cultural trends in the US between 1820 and the 1860s. We will pay close attention to mid and late nineteenth-century literary and cultural transformations (transcendentalism, revivalism, romanticism) as

well as the socio-political context (imperial expansion, slavery, the frontier), both in a transatlantic discourse and in the United States. Most of the primary texts are contained in the Norton and Heath anthologies of American Literature. See Emory Elliot, *Columbia Literary History of the United States*, part 2. For more in-depth background reading, see Sacvan Bercovitch, *Cambridge History of American Literature*, vols. 2 and 4.

American Fictions of Violence

Prof. Dr. D. Schloss Mittwoch 11:15 - 12:45 108

Although very few of us are likely to encounter physical violence in our everyday lives, we are confronted with it on a daily level in the world of literature and the media. In fact, depictions of violence are an integral part of the 'Western' imagination. The cultural products of the United States make no exception to this. In fact, the fascination with images of violence may even be more extreme in the United States than it is in Europe. Indeed, it has pervaded American literature from the beginning: from the captivity narratives in the 17th through the frontier novels in the 19th to the Western movies in the 20th century – with the rough world of the frontier, America has contributed a genuinely American sujet to the literature of violence.

In this lecture course, we will look at what motivates this fascination with depictions of violence in American literature. Is it to be seen as response to the violence occurring in American society? Is there perhaps a violent streak in the 'American character', as some critics have argued? Or should the images of violence in fiction be treated as something altogether different from acts of violence in real life? Do fictional representations of violence establish a literary tradition or convention of their own – a convention that can be manipulated by the writers or artists independently of their (original) referential function? Why are these images of violence so attractive to modern democratic audiences?

In order to answer these and other questions, we will study a diverse body of works reflecting different historical, ethnic, gender, and genre perspectives: *A Narrative of the Captivity ... of Mrs. Mary Rowlandson* (1682); James Fenimore Cooper, *The Last of the Mohicans* (1826); short stories and theoretical essays by Edgar Allan Poe; Richard Wright, *Native Son* (1940); Chuck Palahniuk, *Fight Club* (1996); and Cormac McCarthy, *No Country for Old Men* (2006).

Texts: Rowlandson's *Captivity Narrative* and Poe's works can be found in The Norton Anthology of American Literature, vols A and B. Inexpensive paperback editions of the novels are available (Last of the Mohicans – Penguin; *Native Son: The Restored Text* – Harper Perennial Modern Classics; *No Country for Old Men* – Picador; *Fight Club* – Random House). Introductory reading: Richard Slotkin, *Regeneration Through Violence: The Mythology of the American Frontier, 1600-1860*. (An excerpt will be placed on the Reserved Book Shelf in the Library.) The novels should be read before the term starts.

2.5 Vorlesung Kulturwissenschaft

Vertiefung im Bereich der Kulturwissenschaft, ihrer Methoden und Theorien.

Romanticism in US Literary Culture 1820 - 1865

Prof. Dr. G. Leypoldt Donnerstag 11:15 - 12:45 Heuscheuer I

Description see page 8.

American Fictions of Violence

Prof. Dr. D. Schloss Mittwoch 11:15 - 12:45 108

Description see page 9.

3. Einführungsveranstaltungen

3.1 Einführung Sprachwissenschaft

Prof. Dr. S. Kleinke Mittwoch 11-15 – 12:45 Heuscheuer I

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 Einführung Literaturwissenschaft

Prof. Dr. V. Nünning Montag 11:15 - 12:45 HS 15

This course of lectures will serve as an introduction to the study of literatures in English. Addressing key concepts and critical tools relevant to the analysis and interpretation of literary texts, we will discuss structural aspects of the major genres (drama, prose, poetry), explore different schools of literary and cultural theory, and survey basic categories of literary historiography. This class will be taught in English, and it will conclude with a written exam.

Course requirements (for B.A. students): regular attendance of lecture course (1 credit point) and tutorials (1 credit point), preparation/homework (2 credit points), final test (1 credit point). Apart from the lecture course, please note that you are required to attend a 45-minute tutorial per week where advanced students will go over the lecture's central issues and make you familiar with the relevant research tools. Registration for your tutorial is online before the start of the semester — times will be posted on the department's homepage: www.as.uni-hd.de

Texts:
Our main texts are Oscar Wilde's *An Ideal Husband* (1895) and Nick Hornby's *Juliet, Naked* (2009) — you are expected to have read these by the start of the semester. Further texts will be made available at the start of the semester. Background and introductory reading: Vera and Ansgar Nünning, *An Introduction to the Study of English and American Literature* (Klett).

3.3 Tutorium EV Sprachwissenschaft

Die Termine für die Tutorien standen zu Redaktionsschluss noch nicht fest.

3.4 Tutorium EV Literaturwissenschaft

Die Termine für die Tutorien standen zu Redaktionsschluss 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. P. Löffler	Dienstag	13:15 - 14:00	110
F. Polzenhagen	Dienstag	13:15 - 14:00	108
C. Burmedi	Dienstag	13:15 - 14:00	122
Dr. P. Löffler	Donnerstag	13:15 - 14:00	110
F. Polzenhagen	Donnerstag	13:15 - 14:00	108
C. Burmedi	Donnerstag	13:15 - 14:00	122

4.2 Proseminar I Sprachwissenschaft

English Word Formation

J. Schultz Dienstag 14:15 - 15:45 112

This seminar intends to introduce students to the study of the formation of new complex words in present-day English. After a review of the basic notions in English word formation and its underlying concepts, we will look at the various word-formation patterns, such as compounding (e.g. *cherry-tart*, *whirlwind*, *honeymoon*), derivation (e.g. *unbelievable*, *optimistic*) and conversion/zero derivation (e.g. *to tango*, *to email*). Traditional approaches to the analysis of word-internal structures as well as new perspectives on the coining of complex lexical items will be taken into account. Special emphasis will be given to the cognitive functions and socio-pragmatic aspects of word formation, which have moved into the focus of linguistic concern in recent years. We will investigate how children learn vocabulary in terms

of developing knowledge of complex words and their meanings. We will also look at the way this knowledge is stored and represented in the mental lexicon. In addition, an insight will be offered into the use of corpora of authentic language in order to find up-to-date examples of the different productive types of English word formation.

Texts: Schmid, Hans-Jörg. 2011. *English Morphology and Word-formation. An Introduction*. Berlin: Schmidt.

Introduction to English Lexicology

J. Schultz Dienstag 16:15 - 17:45 110

Lexicology is the linguistic discipline that investigates the structure of the lexicon of a language. The term *lexicon* might be defined as the system formed by all the words which make up a language.

English lexicology as a field of study received little attention in the past but has become the focus of linguistic concern in the last few decades. Studies have been published on lexicological areas such as word-formation and semantics, lexical semantics, vocabulary, the mental lexicon, and words and their meaning. In the first half of this seminar, students will be introduced to some of the basic approaches to lexicology and their underlying concepts.

Online dictionaries and corpora have advanced to become an important medium of lexicological research. They constitute indispensible tools for the "modern" linguist. In the second half of this course, an overview will be given of the wide range of electronic dictionaries and corpora available today, such as the *Oxford English Dictionary Online*, the *Historical Thesaurus of the OED*, the *British National Corpus*, or English newspaper corpora compiled in the database *LexisNexis*. Students will explore how these sources can be fruitfully used for many types of investigation to gain insights into linguistic phenomena at the lexical, semantic or pragmatic-contextual level of language. All participants will have the opportunity to perform small research tasks and to present their findings in class.

Texts: Jackson, H. Zé Amvela, E. (2007): *Words, Meaning and Vocabulary: an Introduction to Modern English Lexicology*. Second ed., London: Continuum.

Pragmatics

M. Eller Dienstag 14:15 - 15:45 113

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

This course provides a systematic introduction to the major concepts in pragmatic

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

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

Contrastive Linguistics

Priv.-Doz. Dr. N. Nesselhauf Montag 11:15 - 12:45 113

In this seminar, we are going to approach the topic of contrastive linguistics from both a theoretical and an applied perspective. We will start out with a thorough exploration of the structural differences between English and German. All levels of language will be covered, including phonology, lexis, and pragmatics, but with a focus on syntax. In the later part of the course we are going to discuss questions of language teaching, in particular how results from contrastive analyses have been, can be, and should not be applied in foreign language teaching. For this purpose, we are also going to look at how the observed differences affect the production of English by German-speaking learners.

The seminar papers (including preparatory posters) will be based on the students' own small research projects (deadline 7 September).

Texts: Introductory reading: Mair, Christian (1995). *Englisch für Anglisten.* Tübingen: Stauffenburg.

Sociolinguistics

J. Smith Dienstag 09:00 - 11:00 108

The fairly young discipline of Sociolinguistics focuses on the idea that linguistic variation does not solely depend on intralinguistic factors but can also be governed by extralinguistic aspects, such as social class, gender, ethnicity, age, or region/place.

This course will offer an introductory overview of the various research fields of sociolinguistics, i.e. the discipline's preferred methods, its historical development, typical research questions as well as different approaches to investigating the correlation between language and society.

Furthermore, students will be introduced to the major theoretical concepts of sociolinguistics and be confronted with some of the methodological challenges of the great variety of sociolinguistic investigations where, for example, complex issues

such as attitudes towards different varieties, the enregisterment (Agha 2003) of certain features in mono-, bi-, or multilingual communities or possible outcomes of language contact situations are analysed.

Students are expected to present a case study in class and carry out a small research project which will serve as the basis of their term paper.

Analysing Genre

M. Eller Mittwoch 16:15 - 17:45 113 .

Genre is a concept studied in a wide range of disciplines — linguistics being only one of them and definitely not the one with the longest tradition. While we may all have an intuitive grasp of what constitutes a genre, definitions and genre taxonomies vary greatly, depending on how genre is conceptualised and what the focus of analysis is. What all disciplines seem to share is the idea that genres are a distinctive type of text (which is why the term *text types* is sometimes, but certainly not always, used synonymously), produced in a particular context for a particular purpose. Genres are thus deeply rooted in discourse communities, and texts belonging to the same genre category typically exhibit not only certain functional but also formal patterns.

Focusing on non-literary, written genres from a wide range of media that surround us in our daily lives (e.g. research abstracts, letters to the editor, online sports commentaries, lonely hearts ads or online customer reviews), we will have a closer look at different approaches to the study of genres from a linguistic perspective, such as Swales' move analysis. We will address the problem of identifying genres and assigning genre categories, examine generic patterns and have a look at differences between cultures and speech communities (cross-cultural approach). We will also investigate how genres develop and change over time (diachronic approach) and how genres can be mixed, i.e. we will address the role of intertextuality in genre studies. The list of genres to analyse and discuss is open to suggestions — so if you feel passionately about a particular genre, just let me know.

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

Discourse and Ideologies

B. Vit Dienstag 14:00 - 16:00 116

In linguistics, the relation between language and ideology is discussed in various – mostly politically disputed – contexts. Beliefs and ideas about language (and speakers), gender, race, nation, social class and even the meaning of urban space are negotiated discursively. Hence, linguistic and other semiotic realizations of competing ideologies constitute an interesting and broad field of inquiry for linguistic studies. One well-established research program, the so-called Critical Discourse Analysis (CDA), focuses explicitly on the interplay between discourse, power and ideology.

At the outset of this course, we will discuss, on the one hand, various conceptualizations of ‘ideology’ throughout history, and some of the methods and tool kits which enable linguists to analyze ‘ideology’ in spoken or written texts. After that, we will have a closer look at how studies of ‘ideological language’ have been conducted with regard to a wide range of issues. The overall aim of this course is to provide students with basic theoretical knowledge and methodological know-how so that they can recognize and analyze manifestations of ‘ideology’ in language use and other semiotic practices.

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

4.3 Proseminar II historische Sprachwissenschaft (Überblick)

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

F. Polzenhagen Dienstag 11:15 - 12:45 112

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

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

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

Priv.-Doz. Dr. S. Mollin Donnerstag 14:15 - 15:45 113

Priv.-Doz. Dr. S. Mollin Donnerstag 11:15 - 12:45 113

Constructing Identity – A DIY Approach to English Linguistics and Literary Studies

S. Frink/J. Smith Dienstag 11:15 - 12:45 113 .

"A self is probably the most impressive work of art we ever produce, surely the most intricate." (Bruner 2003 [2002]: 14)

Interested in getting involved? In this course, the construction of identity/identities will be assessed throughout selected periods of English literary and linguistic history by using a "do it yourself"-approach. It is intended for students who want to actively participate in designing and implementing a co-taught literary and linguistics proseminar. We will explore the different means through which identity is represented, constituted, performed, reflected upon, and questioned (e.g., literary texts, spoken discourse, social media) and offer an overview of British history up to the present, while also giving students the opportunity to develop expert knowledge in one particular, self-chosen period. The first half of the semester is devoted to establishing the necessary, discipline-specific terminology and background information; thereafter, students will work in smaller groups where they also focus on their individual research projects, exploring the many facets of identity from either a literary, linguistic, or cultural/didactic point of view (depending on whether they pursue a certificate in literary studies, linguistics, or EPG). During the last few sessions, the individual findings will be exchanged, discussed, and wrapped up in the format of a class-internal conference on strategies of "self-making". In addition, methodological aspects as well as the acquisition of key competencies necessary for literary and linguistic analyses – and for academic work in general (e.g. reading, writing, and presentation skills) – will play an important role.

4.4 Proseminar II historische Sprachwissenschaft (Periode)

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.

Introduction to Early Modern English

Dr. M. Isermann Montag 09:15 - 10:45 114

The course takes a philological approach to the transitional period between 1450 and 1700, in which English developed into an idiom not far from the language we use today. It starts out from the assumption that the history of a language cannot profitably be studied without a solid knowledge of the texts in which it materializes as well as of their cultural and historical background. As regards the EME period, such an approach is particularly natural, given the fact that language became virtually the first object of public dispute in the two centuries that followed the introduction of

printing. Consequently, we will place equal emphasis on the major developments in the phonology, lexicon and grammar of the period and on the texts which exhibit these developments and comment upon them. Regular homework (an estimated three hours per week) includes reading, translation, and regular exercises.

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

Introduction to Middle English

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

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 Charakteristerika 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: regelmäßige Teilnahme, Vor- und Nachbereitung, *take-home exam* und Abschlussklausur.

Hinweise: (1) Die Veranstaltung wird auf Deutsch unterrichtet und bringt Übersetzungen ins Deutsche mit sich. (2) Sie sollten über Französisch-Kenntnisse verfügen, die es Ihnen gestatten, französische Lehnwörter im Englischen als solche zu identifizieren.

4.5 Proseminar II moderne Sprachwissenschaft

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.

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

Pidgins and Creoles

J. Schultz Mittwoch 14:15 - 15:45 112

In recent decades, pidgins and creoles have become increasingly important as a field of linguistic research. The focus of this seminar will be on those pidgins and creoles which are English-based (e.g. *Jamaican Creole*, *Nigerian Pidgin*, *Papuan Pidgin English*, etc.) and which have arisen since the fifteenth century due to the European expansion to the Americas, Africa, Asia and the Pacific. We will look at the linguistic properties of these languages, their socio-historical origins and the socio-cultural settings in which they are used today. A number of interesting questions, linguistically and culturally, will be addressed in this context, comprising the essential issue of how far the use of the different pidgins and creoles is related to concepts of ethnicity and processes of identity construction.

Texts: Holm, J. (2000): *An Introduction to Pidgins and Creoles*. Cambridge: Cambridge University Press.

Language and emotion

Dr. R. Möhlig-Falke Montag 14:15 - 15:45 110

Emotions have long been acknowledged to be our main incitements and sources of motivation for all kinds of social interaction but also for learning, memorizing and thinking. This course treats the multifaceted relationship between language and emotion, comprising verbal and nonverbal emotional expression, emotions between universality and culture-dependency, taboo and politeness, historical changes in the perception and expression of emotions, empathy, emotions *about* language use and language users (attitudes) as well as emotional language in politics and advertising.

We will discuss issues in and methods for the linguistic investigation of the relationship between language and emotion, and test them in class. Students are to develop their own small research scheme, which is to be worked out in a term paper (12-15 pages) to be handed in at the end of term. Active participation in group work and group presentations is a prerequisite.

Introductory reading: Wilce, James M. 2009. *Language and Emotion: An Introduction*. (Studies in the Social and Cultural Foundations of Language). Cambridge: CUP.

4.6 Proseminar I Literaturwissenschaft

Introducing Narrative Fiction: A Selection of Texts from the 18th to the 21st Century

A. Schindler Mittwoch 11:15 - 12:45 122

This course is designed to deepen and expand the skills acquired in the introductory lecture concerning the analysis and interpretation of narrative texts. Students will be provided with a comprehensive overview of major literary periods from the "birth" of the novel in the early eighteenth century up to the present day. The wide-ranging selection of texts covered in this seminar includes excerpts from works by canonical writers like Daniel Defoe, Charlotte Brontë, Oscar Wilde, and Virginia Woolf, as well as contemporary best-selling authors such as Nick Hornby and Ian McEwan.

The aim is twofold: firstly, this course introduces students to the distinctive formal, aesthetic, and thematic features of different literary movements. Secondly, we will then perform "close readings" of the texts at hand by applying various narratological methods of analysis from both the classical and postclassical phase and finding ways of approaching these texts from different theoretical perspectives. In addition to this, we will also be focusing on key concepts of narrative theory such as multiperspectivity and unreliable narration.

Texts: Please buy and read Gillian Flynn's *Gone Girl* (2012). A reader with the course material will be made available at the beginning of the semester.

Gothic Fiction

Priv.-Doz. Dr. B. Hirsch Mittwoch 16:15 - 17:45 108

Emerging in the second half of the 18th century, Gothic fiction has proved to be one of the most enduring sub-genres of English literature. Since the publication of Horace Walpole's *The Castle of Otranto* (1764), William Beckford's *Vathek* (1786) and Ann Radcliffe's *The Mysteries of Udolpho* (1794) generations of readers have appreciated the specific sense of “awe and wonder” generated by “shocks, supernatural incidents and superstitious beliefs” (Botting, p. 29).

Focussing on three of the most celebrated Gothic tales, namely Mary Shelley’s *Frankenstein* (1818), Robert Louis Stevenson’s *Dr Jekyll and Mr Hyde* (1886) and Bram Stoker’s *Dracula* (1895), the aim of this course is twofold: While practicing basic skills and methods of interpreting narrative texts, the genre’s development throughout the nineteenth century will be traced. In doing so we shall explore the relevance of concepts such as the uncanny, transgression, identity and the Other for a better understanding of Gothic fiction’s timeless attraction.

Primary Sources:

- Shelley, Mary, *Frankenstein, or Prometheus Unbound.* Ed. Maurice Hindle. Penguin Classics edition.
- Stevenson, Robert L., *"The Strange Case of Dr Jekyll and Mr Hyde" & Other Tales of Terror*. Ed. Robert Mighall. Penguin Classics edition.
- Stoker, Bram, *Dracula*. Ed. Maurice Hindle. Penguin Classics edition.

Further Reading:

- Botting, Fred, *Gothic*. London et al., 2009.
- Hogle, Jerrold E. (ed.), *The Cambridge Companion to Gothic Fiction.* Cambridge et al., 2006.
- Spooner, Catherine (ed.), T*he Routledge Companion to Gothic.* London et al., 2007.

Scheinerwerb: All participants are expected to have made themselves familiar with the three primary sources during term break. Further requirements are your regular attendance, active participation, an oral presentation and a final written assignment.

Joseph Conrad's 'Dark London': *The Secret Agent*

Dr. K. Hertel Donnerstag 09:15 - 10:45 112

Joseph Conrad's novel *The Secret Agent* was published in 1907, but its plot takes us into the London of 1886, into a dark world of political corruption, espionage and terrorism.

After Conrad's novels and tales of seafaring, we find ourselves in the shabby Soho home of Alfred Verloc, who – unknown to his wife – leads a double life as shopkeeper and secret *agent provocateur* for the embassy of a foreign country.

Since the novel is interesting for both its narrative technique as well as the image of London conveyed by Conrad, this class will focus on both these aspects respectively. In a close reading of the novel over the course of the semester we will try and elucidate the question to what extent London at the end of the Victorian era remained "readable" and "narratable".

Texts: Participants should have read the novel by the beginning of the summer term in the following edition:

Joseph Conrad, *The Secret Agent*. *A Simple Tale*. (Penguin Classics: ISBN-13: 978-0141441580)

(In-)Justice & (Dis-)Belief: Societal Abysses in the Victorian Novel

B. Woodley Donnerstag 11:15 - 12:45 333

According to renowned contemporary literary scholars like Vera Nünning or David

Damrosch, the Victorian Age may well have been one of the most turbulent in British history. It was marked by momentous and intimidating social as well as economic changes in the aftermath of the industrial revolution, leading to hellish living and working conditions for the suffering masses. It was also the period whence science would finally emancipate from religion; a period in which the likes of Darwin or Lyell shook the very foundations of Christianity.

This seminar has a threefold aim: the first is to deepen the knowledge in the field of the study of literature which has been acquired in the *Introduction Lecture* by applying it specifically to the Victorian Novel. The second goal is to get an overview of Victorian culture, its Janus-faced society, and its brutal economical system. The third aim will be to transfer the gathered insights to our contemporary society.

Our guides on this trip to High Victorian Britain will be none other than Charles Dickens' *Hard Times* and Elizabeth Gaskell's *North and South*. Please make sure you have read these texts before the beginning of term. If you should have any questions please feel free to e-mail me: <bernard.woodley@as.uni-heidelberg.de>

Primary Texts:

- Dickens, Charles. *Hard Times*. New York: Bantam, 2004 [1854].

- Gaskell, Elizabeth. *North and South*. London: Harpercollins, 2011 [1855].

Recommended Secondary Reading:

- Wheeler, Michael. *English Fiction of the Victorian Period*. New York: Longman, 1994^{2} [1985].

- Nünning, Vera. *Der englische Roman des 19. Jahrhunderts*. Stuttgart: Klett, 2004^{5} [2000].

Introduction to the Contemporary British Novel

C. Earnshaw Dienstag 11:15 - 12:45 115

Studying contemporary British novels is certainly an exciting task: Fiction made in Britain has never attracted a greater readership; its immense popularity not only stretches across the British Isles, but around the world. However, it is difficult to clearly define what exactly is meant by contemporary fiction as it is not only marked by great diversity, but it is also continually changing with new writers and texts emerging all the time.

During the course of our seminar, we firstly have a look at the vast range of themes, forms and writers that are characteristic of 21st century British fiction. Secondly, our two main texts, Ian McEwan's *Atonement* (2001) and Andrea Levy's *Fruit of the Lemon* (2000) will not only serve as examples for some of these trends, but we will also study these novels in detail to practice your close reading and interpretation skills.

Texts: Please read the novels before the beginning of term

- Andrea Levy's *Fruit of the Lemon* (2000)
- Ian McEwan's *Atonement* (2001)

Suggested introductory reading: Nünning, Vera. *Der zeitgenössische englische Roman*. Trier: WVT 2007.

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

Dr. E. Hänßgen Freitag 11:15 - 12:45 114

This course will deal with Henry James's novel, a classic of American realism, from a number of perspectives: We will look at biographical and historical contexts like the "Woman Question" and the so-called international theme (the confrontation of inexperienced Americans with sophisticated European manners), discuss questions of prose analysis and focus on the psychological portrait of Isabel Archer. To James, the growing consciousness of his heroine is the subject of the novel, her development an (inner) adventure; the rest of the characters - including Isabel's four suitors - are only satellites.

Texts: Please read the novel in advance, using the recommended edition.

James, Henry. *The Portrait of a Lady: An Authoritative Text; Henry James and the Novel, Reviews and Criticism*. Ed. Robert D. Bamberg. A Norton Critical Edition. 2nd ed. New York: Norton, 1995.

4.7 Proseminar II Literaturwissenschaft

(Post)Modern British and Irish Drama

Dr. H. Grundmann Mittwoch 09:15 - 10:45 115

This course focuses on major English and Irish playwrights after WWII. We shall be reading Samuel Beckett's existentialist play *Waiting for Godot* and plays by the "angry young men", such as John Osborne's *Look back in Anger*. Metadrama, issues of gender, race and ethnicity as well as the "new brutalism" in recent drama will be dealt with. Canonical texts, such as Harold Pinter's *The Caretaker*, Caryl Churchill's *Top Girls* and Brian Friel's *Translations*, as well as Sarah Kane's and Mark Ravenhill's aggressive plays will be included.

Texts: Most texts will be made available in a course reader, but please purchase editions of Beckett's *Waiting for Godot* (Grove 1997) and Harold Pinter's *The Caretaker* (Faber 1991).

Charlotte Perkins Gilman

Dr. P. Löffler Donnerstag 16:15 - 17:45 110

This seminar is dedicated to the literary and social reform work of Charlotte Perkins Gilman. Best known for her Naturalist short story 'The Yellow Wallpaper', Charlotte Perkins Gilman also wrote a large number of other intriguing short stories, some poetry, and several novels, most notably *Herland.* As an early Feminist and social reformer, she published extensively on the role of women in early 20th Century America, on questions of social equality, and of education.

The goal of this seminar will be to offer students a particular view on feminist Naturalism in the US and to show how Naturalist poetics were often intimately conjoined with social reform agendas.

Texts: *Herland, The Yellow Wallpaper, and Selected Writings (*Penguin)

Constructing Identity – A DIY approach to English Linguistics and Literary Studies

S. Frink/J. Smith Dienstag 11:15 - 12:45 113

Description see page 18.

American Drama of the 1940s in the Context of German Reeducation: Thornton Wilder and Arthur Miller

Dr. K. Hertel Donnerstag 16:15 - 17:45 113

Thornton Wilder and Arthur Miller were among the most enthusiastically received playwrights in early post-war Germany, a success that in some cases even exceeded the reception in their native country. This was partly due to the fact that some of their plays had been chosen by the American Allies as suitable for the cultural program of ‘Reeducation’ – the attempt to bring Germans back to democratic values with the aid of literature and the theatre. So when German theatres reopened in the summer of 1945 – after the twelve dark years of Nazi rule - Thornton Wilder’s play *Our Town* was one of the first to be performed in the Deutsches Theater Berlin.

This class will focus on a close reading of two plays by Wilder (*Our Town* and *The Skin of Our Teeth*) and Miller's *All My Sons.* It will shed some light on the question of each play's respective literary ‘merit’, their literary ‘messages’ and the public response they met with in post-WWII Germany.

Texts: Participants are asked to have read the plays by the beginning of the summer term in the following recommended editions: Thornton Wilder, *Our Town* and *The Skin of Our Teeth* (available in: Th. Wilder, *Our Town and Other Plays*, Penguin Modern Classics, **ISBN-13:** 978-0141184586) & Arthur Miller, *All My Sons* (also a Penguin edition **ISBN-13:** 978-0141189970).

American Cyborgs

Dr. H. Jakubzik Mittwoch 11:15 - 12:45 112

Computers have recently moved from industrial machine rooms into our homes, onto our desktops, into our laps, around our wrists, and are continuing their journey into our bodies. At the same time, popular science fiction has re-defined the cyborg – formerly a threat (e.g. *Terminator I*, 1984) – as the last chance for our civilization (e.g. *Terminator II*, 1991).
What is the relation of the cyborg to the human? In what way does the notion of our future as cyborgs challenge anthropocentricity and humanism? Are these recent changes in our attitudes towards cyborgism collateral effects of modern information societies, or projected developments, driven by specific interests?

We will approach the American cyborg from two directions: philosophical and sociological texts (Kristeva, Foucault, Haraway, Herbrechter, Heise, Han and others). Then we will take closer looks at selected popular phenomena (from fiction, film and journalism) of the last sixty years up to recent trends.

Twenty-First Century American Drama: Six Plays

Dr. E. Hänßgen Mittwoch 11:15 - 12:45 114

In this course, we will take a look at six American plays from the twenty-first century and their contexts:

- David Adjmi, *Stunning*
- Marcus Gardley, *The Road Weeps, The Well Runs Dry*
- Young Jean Lee, *Pullman, WA*
- Katori Hall, *Hurt Village*
- Christopher Shinn, *Dying City*
- Dan LeFranc, *The Big Meal*

The authors come from many different regions of the U.S. and beyond, from England and Korea. They are women and men, straight or gay, their backgrounds are Jewish, African-American and many more.

Sarah Benson writes in her introduction to the collection: “These plays, all produced within the last decade, range from the intimate to the epic, the personal to the national, and taken together explore a variety of cultural perspectives on life in America. The writers each have a distinct theatrical vision, harnessing the power of live drama to create transformative experiences on our stages through some of the most exhilarating, challenging and exuberant playwriting today.

These passionate and inventive artists give voice to the concerns coursing through our culture. They are questioning our collective identity in response to the last decade of social, economic and political turmoil.”

Texts: Please read the plays in advance, using the recommended edition: Benson,

Sarah, ed. and introd. *The Methuen Drama Book of New American Plays*. London; New York: Bloomsbury Methuen Drama, 2013.

4.8 Proseminar I Kulturwissenschaft (anwendungsorientiert)/Landeskunde

Lehramtsstudierende können hier einen Landeskundeschein erwerben.

British Institutions - A History (1509-1815)

M. Shiels Mittwoch 11:15 - 12:45 110

Spanning the three hundred years from the accession of Henry VIII to the defeat of Napoleon and the Congresss of Vienna, this course aims to narrate some of the political, economic, social and cultural changes in British society. In the course of the story, we shall focus on a limited (and therefore biased) selection of events, ideas and personswho have made a particular contribution to the greater historical overview.

This course is useful for those students who intend to become teachers. Sorry, but it is only open to those who need the credit/Schein. Regular attendance from day one is required.

Texts: Materials will be distributed during the course.

Shared Histories - Irish-German Relations Through the Ages

D. O'Brien Donnerstag 11:15 - 12:45 108

This cultural studies course will look at the various moments in the last 2000 years and more where German and Irish history in some way intersect. The course will deal with an eclectic range of topics from the Celts, who originated in what is now southern Germany and Austria, to the Irish missionaries of the Early Middle Ages, the Irish monks and scholars at the court of Charlemagne, culminating in the flourish of interest in Ireland and all things Celtic (Ossian) in 18th and 19th century Germany, which is reflected in the (travel) literature of the period.

In addition, Irish-German relations during the two World Wars will be examined. The course will conclude by looking at post-war Irish-German connections (Böll's Irisches Tagebuch), including Irish emigration to Germany in the eighties and popular stereotypes of Ireland and the Irish in modern-day Germany.

Texts:

- Bourke, Eoin (2013). *Poor Green Erin: German travel writers? Narratives on Ireland from before the 1798 Rising to after the Great Famine* / Texts ed.,

translated and annotated by Eoin Bourke. (2nd rev. ed.). Frankfurt: Lang, 2013.
- Elsasser, Martin (1997). *Germany and Ireland. 1000 Years of Shared History.* Dublin: Brookside.
- Fischer, Joachim, Gisela Holfter and Eoin Bourke (eds) (1998). *Deutsch-Irische Verbindungen. Geschichte Literatur Übersetzung Irish-German Connections. History Literature Translation.* Trier: Wissenschaftlicher Verlag Trier.
- Hamilton, Hugo (2003). *The Speckled People*. London: Fourth Estate.
- History Ireland Vol.5 No.3 Autumn 1997 Special Issue. *Ireland & Germany through the Ages.*
- Holfter, Gisela & Hugo Hamilton (2011). *Heinrich Böll and Ireland*. Cambridge: Cambridge Scholars Publishing.

- Ryan, James (2008). *South of the Border*. Dublin: Lilliput Press

The European Settlement of the North-American Continent in Key Cultural Documents

Priv.-Doz. Dr. M. Peterfy Donnerstag 14:15 - 15:45 114

In this course, we will read and discuss a number of key documents of different genres from the history of the settlement of Colonial North America, and then later the USA and Canada. Our emphasis will lie on the political and rhetorical strategies of conquest, colonization, and empire building.

Texts: A Reader will be available in the Copy Corner as of the beginning of April.

4.9 Proseminar I Kulturwissenschaft (theoretisch)

Definitions of “Culture” in British and American Contexts

Priv.-Doz. Dr. M. Peterfy Dienstag 09:15 - 10:45 110

“Culture” and “Cultural History” are complex and charged concepts, closely bound with definitions of, among other things, social and political hierarchy, self-perception, and mechanisms of inclusion and exclusion. In this course, we will be looking at uses of the idea of “culture” in British and North-American history.

Texts: A Reader will be available in the Copy Corner as of the beginning of April.

The “Visual Turn” in Cultural Studies

Priv.-Doz. Dr. M. Peterfy Dienstag 16:15 - 17:45 114

The analysis of visual culture in all its aspects has become a central object of cultural studies in the recent decades. In this course, you will learn about methods of visual analysis in different areas of culture. Such knowledge is useful both for prospective teachers and for candidates in our BA-programs. In particular, we will look at ways of analyzing advertising, at images as national icons, films, and also at visual representation as ideological strategies.

Texts: A Reader will be available at the Copy Corner as of the beginning of the semester.

4.10 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.

American Humor

Dr. S. Bloom Montag 09:15 - 10:45 115

You cannot understand a culture without understanding its humor, but you cannot understand this humor without understanding the culture. In an attempt to resolve this paradox, we will examine ethnic humor in America, African-American Humor, Jewish humor, political humor, misogynist humor and feminist humor.
Students will be required to read two American novels in which the authors employ humor to deal with serious subjects.

(Post)Modern British and Irish Drama

Dr. H. Grundmann Mittwoch 09:15 - 10:45 115

Description see page 24.

The American Musical

C. Burmedi Montag 09:15 - 11:45 110

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

filmed versions in their entirety and discuss their relationship to theoretical texts.

American Culture of the Progressive Era

Priv.-Doz. Dr. M. Peterfy Dienstag 14:15 - 15:45 110

Towards the end of the 19th century the USA had become a highly industrialized society, stretching across the whole of the continent, on the way of becoming the “exceptional” super-power of the 20th century. At the same time, unprecedented changes in the social composition of the country lead to many problems that needed to be addressed. This happened in literature, but also in the form of political activism. In this class, we will look at the cultural work of the so-called Progressive Era.

Please read Upton Sinclair's *The Jungle* before the semester, and buy the Course Reader with additional texts. (Available at the Copy Corner, as of the beginning of the semester.)

American Cyborgs

Dr. H. Jakubzik Mittwoch 11:15 - 12:45 112

Description see page 25.

5. Hauptseminare

5.1 Hauptseminare Sprachwissenschaft

Critical Discourse Analysis

Priv.-Doz. Dr. A. Gerbig Montag 14:15 - 15:45 115

Teun van Dijk describes CDA as not so much a direction, school, or specialization next to the many other “approaches” in discourse studies. Rather, it aims to offer a different “mode” or “perspective” of theorizing, analysis, and application throughout the whole field. We may find a more or less critical perspective in such diverse areas as pragmatics, conversation analysis, narrative analysis, rhetoric, stylistics, sociolinguistics, ethnography, or media analysis, among others. Critical discourse analysis rejects the possibility of a “value-free” science, arguing that science, and especially scholarly discourse, are inherently part of and influenced by social structure, and produced in social interaction.

Fairclough and Wodak summarize the main tenets of CDA as follows:
1. CDA addresses social problems
2. Power relations are discursive
3. Discourse constitutes society and culture
4. Discourse does ideological work
5. Discourse is historical
6. The link between text and society is mediated
7. Discourse analysis is interpretative and explanatory
8. Discourse is a form of social action.
During the course, we will explore various such links between text and society of our own choice.

Texts: Fairclough, N. 2003. *Analysing Discourse: Textual Analysis for Social Research*. Routledge. Other background reading will be made available to you on moodle.

Language and History in Anglo-Saxon England

Prof. Dr. J. Insley Donnerstag 16:15 - 17:45 116

It is important to realize that the linguistic development of Old English is inextricably bound to the external history of the Anglo-Saxon period. This is especially true in times of upheaval, such as the Anglo-Saxon Conquest of the former Roman province of Britannia or the Viking invasions. Modern research has emphasized the need for an interdisciplinary approach combining the history of the language with historical and archaeological evidence, and this is the approach which will be followed in this seminar. We will begin by examining the group of

phonological changes which marked the emergence of Old English from its North-West Germanic parent language in the period 300-600 AD. The difficult question of the nature of the contacts between the Anglo-Saxon invaders and the British will be examined in some detail.A major part of the seminar will be devoted to the linguistic contact between Old English on the one side and British, Latin and Old Scandinavian on the other. This will involve extensive analysis of lexical and onomastic evidence. In particular, the place-name evidence will be examined in some detail.Place-names and their typologies are prime sources for linguistiic developments and for historical processes in this period. A second major area of interest will be the development of an Old English literary standard in the 10th centuryin the context of the Benedictine Reform and the achievement of political unity under the house of Wessex. The course will be rounded off by an analysis of the linguistic consequences of the Norman Conquest.

Texts:

- Margaret Gelling, 1997. *Signposts to the Past: Place- Names and the History of England*, 3rd ed., Chichester.
- Simon Keynes. 1995. 'England, 700-900', in: *The New Cambridge Medieval History II*,ed. Rosamond McKitterick. Cambridge: 18-42.
- Simon Keynes. 1995. England, 900-1016', in: *The New Cambridge Medieval History III*, ed. Timothy Reuter. Cambridge: 456-484.
- Hans Frede Nielsen. 1998. *The Continental Backgrounds of English and its Insular Development until 1154*. Odense.

Construction Grammar

Dr. M. Isermann Donnerstag 09:15 - 10:45 115

Construction grammar is one of the more recent developments in linguistics and goes back to the work of Charles Fillmore and Paul Kay. Construction grammar is loosely associated with Cognitive Linguistics, with which it shares many theoretical foundations. The major assumption is that there is no fundamental difference between lexicon and syntax. Both deal with form-meaning pairs that have to be acquired by the language learner. According to this view, the idea that syntax consists of a set of formal rules that operate on units of the lexicon is fundamentally misconceived. Instead, grammar is seen as being incorporated in the lexicon. This means that complex form-meaning pairs such as phrases, idioms and clauses are treated on a par with simple ones such as morphemes or words. In other words, all of them are constructions.

The course is designed as a project seminar. In the first part of the course, we will lay the necessary foundations, discuss theoretical principles, look at methods of investigation, and examine some case studies. As we go along, participants will form groups of approximately four students, and embark on small-scale research projects devoted to a particular construction. The last two sessions will be reserved for the presentation of the results. Term papers are meant to further explore the relevant construction.

Second Language Acquisition

Priv.-Doz. Dr. N. Nesselhauf Mittwoch 11:15 - 12:45 113

In this seminar, we will try to get an insight into some of the issues in the vast interdisciplinary field of second language acquisition. The focus will be on foreign language acquisition and on aspects that appear to be particularly relevant for language teaching. Some of the topics we are going to investigate are first language influence on second language production and learning, the role of formulaic units in second language acquisition, and the various factors and strategies that contribute to success (or failure) in learning a second language. Basic theoretical issues such as the role of input and interaction in second language acquisition will of course also be addressed.

Participants will be expected to carry out their own research projects (deadline for seminar paper: 7 September). Please register by sending an email to <nadja.Nesselhauf@urz.uni-heidelberg.de>, stating whether you would like to acquire credits for this course or participate as a “Gasthörer”.

Texts: Saville-Troike, Muriel (2012). *Introducing Second Language Acquisition*. Cambridge: CUP.

Psycholinguistics

Priv.-Doz. Dr. S. Mollin Donnerstag 09:15 - 10:45 113

Psycholinguistics as a central branch of linguistic enquiry deals with such important topics as the acquisition of language, how and where language is stored in the brain, how speech and writing are produced and comprehended; in short: how language works in our brains. In this seminar, we will discuss both the psycholinguistic fundamentals as well as current issues in the discipline, with a particular focus on the organization of the mental lexicon as well as the triangulation of psycholinguistic with corpus linguistic data and results. In addition, the seminar will include an introduction to psycholinguistic methodology and a crash-course in statistics, allowing us to read, understand and evaluate psycholinguistic research articles.

Please register for this seminar by way of an e-mail to <sandra.mollin@as.uni-heidelberg.de>.

Linguistic Gender Studies

Prof. Dr. S. Kleinke Donnerstag 14:15 - 15:45 110

Linguistic sexism and language reform as well as the communicative behaviour of women and men have been in the focus of linguistic gender studies for four decades now. The course will deal with both aspects. At first we will look at the history of linguistic gender studies (ranging from the debate on linguistic sexism in the 1970s to the notion of ‘constructed gender’ in the 1990s) and deal with the development of feminist language critique, language reform and feminist language policy. Part 2 moves on to the analysis and description of the communicative styles of women and

men. How can communicative styles be studied empirically? A range of studies focusing on gender-related aspects of language use in private and public, same- and mixed-sex conversation will be dealt with. In doing so, we will cover some basic approaches to the interpretation of empirical data (language and communicative style as a deficit, language and dominance, different cultures, and the linguistic construction of gender). The course will be rounded off with a brief look into the development of gendered linguistic identities in children and adolescents and recent trends in educational policy.

You can register for this class by e-mail at <anmeldung.kleinke@as.uni-heidelberg.de>.

Recommended introductory reading: Holmes, J. and M. Meyerhoff (2003): "Different Voices, Different Views: An Introduction to Current Research in Language and Gender". In: Holmes, J. and M. Meyerhoff (eds.): *The Handbook of Language and Gender.* Malden Mass et al. 1-18.

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

5.2 Hauptseminar Literaturwissenschaft

Literary Bohemia (Kompaktseminar)

Prof. Dr. Daniel Malachuk / Prof. Dr. G. Leypoldt Donnerstag 23.4 + 30.4. (16:00-17:30), R 122; Freitag 3.7.; Samstag 4.7.; Freitag 10.7.; Samstag 11.7.; (9:00-15:00)

The term "Bohemians" is often used to refer to young people with unconventional lifestyles that tend to form around creative or artistic occupations which, because they never pay very well, encourage a low-budget and freewheeling "art of living" that scandalizes the generation of their "philistine" parents. Contemporary critics have liked to see a betrayal of the Bohemian ideal in a rising culture of "Bourgeois Bohemia" (yuppies in Soho or Brooklyn, Swabians on Prenzlauer Berg, etc.) that combines avant-garde tastes with large incomes, high-status professions, and expensive "gentrified" housing. But the distinction between "real" and "fake" Bohemians already defines the "invention" of Bohemian lifestyles in nineteenth-century Paris (which coincides with the semantic shift in the French word *bohémien* from "gypsy" to "literary vagabond" during the 1840s).

In this seminar we will look at the historical contexts of this invention. It seems that the rise of Bohemianism as an iconic representation of privileged or authentic aesthetic practices has to do with specific changes in the conditions of authorship in nineteenth-century literary culture. One of the transformations relevant to our readings in this seminar has to do with the increasing importance of the city in the early 1800s, as both imagined utopia and actual reservoir for educated job seekers from the provinces; another important point of interest is the romantic and Victorian transformation in people's sense of what it means to be a writer or artist under conditions of increasing commercialization and cultural professionalism.

In a first part of this seminar, we will look at the French origin of the Bohemia idea

during the 1840s and 1850s (reading excerpts from Balzac, Henri Murger, and others) to explore how the notion of Bohemianism first presented itself, how it used more traditional or romantic concepts of literary authorship (writers as idle gentlemen, counter-cultural good-for-nothings, prophets of higher laws), and how it translated into the mid- and late-century Anglo-American literary field. In a second part we will look at two major English and American novels that use images of Bohemia in order to define the meaning of authorship and artistic value within an accelerating culture industry: Henry James' 1903 *The Ambassadors*, which is primarily set in Paris, and George Gissing's 1891 *New Grub Street*, about the literary scene in London.

Texts: All texts are available in Project Gutenberg open-access online versions, but we encourage you to obtain the following editions: George Gissing, *New Grub Street*, ed. Steven Arata (Broadview Editions); Henry James, *The Ambassadors*, ed. S.P. Rosenbaum, Second Edition (Norton Critical Editions). All other texts will be provided in a reader. Given the format of this seminar, there is no need to read the texts before the beginning of the term. Opera buffs might want to check out one of the three shows of Puccini's *La Bohème* offered by the Mannheim Nationaltheater in January and February 2015 (based on one of the play-version of Murger's 1851 *Scenes of the Life of Bohemia*, it apparently belongs to the shortest operas on current playbills).

Scheinerwerb: Note that this seminar takes place in condensed form, as a *Kompaktseminar*: We will begin with two introductory sessions in April (Thursday, 23.4 + 30.4., 16.00-17.30) to discuss preliminaries and prepare the readings. The remaining sessions will take place over two intensive Friday-Saturday meetings in the first and second week of July (the first one on Friday and Saturday July 03/04; the second on Friday and Saturday July 10/11, from 9.00-15.00 respectively).

Registration: You can register by sending an email to <leypoldt@as.uni-heidelberg.de> by 15. 02. 2015.

Shakespeare

Priv.-Doz. Dr. A. Kreis-Schinck Freitag 09:00 - 13:00 116

Life-cycles in Shakespeare receive a variety of definitions but are addressed, inevitably, to men only. While Jaques in *As You Like It* defines seven ages of man and Touchstone in *Twelfth Night* sings of four of them, this seminar will pay special attention to only three. To youth (Hamlet, after all, has just come down from university), to prime manhood (Macbeth as warrior, king and husband) and to old age (Lear's abdication proves to be a fatal decision).

If masculinity is as much a social construction as femininity, we will have to focus on several questions: how does Shakespeare, for and on the early modern stage, conceptualise these men at their different moments in life? How are the Renaissance male ideals of nobility, honesty, honour, virtue and heroism depicted? And, if masculinity is understandable only in terms of things it is not, how are women, foreigners, persons of lower rank, and sodomites used as a foil to the three eponymous heroes? Lastly, how do questions of genre shape and influence the hero of a tragedy?

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

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

Please note that this is a fortnightly course – dates will be announced after registration. Please also note that guest students (those not requiring a Schein) will also be asked to fully participate and to give a presentation.

Ulysses

Prof. Dr. P. Schnierer Donnerstag 11:15 - 12:45 112

Mainly, but not exclusively, James Joyce's Ulysses: We will explore different theoretical and practical approaches to one of the most complex and rewarding novels ever written. To this end we will place the text into whatever contexts are available: Joyce's other writings, modernist literature, the history of Ireland and Europe around the time in the novel (1904) and of the novel (up to 1922). Above all, we will trace the uses of the Ulysses story from Homer to the present day.

Our texts will be Homer's *Odyssey*, William Shakespeare's *Troilus and Cressida* (1602), Nicholas Rowe's *Ulysses* (1706), Alfred Lord Tennyson's “Ulysses” (1833/42), James Joyce's *Ulysses* (1922), Seamus Heaney's *The Cure at Troy* (1990) and Joel Coen's film *O Brother Where Art Thou? A Mississippi Odyssey* (2000).

The seminar will be conducted in English, as always. You must have read Joyce's text at least once before the seminar starts. You also ought to have developed some idea of your areas of interest. Therefore, you will have to hand in a written statement, indicating your proposal for a research project, by April 1, 2015. The other requirements are: one presentation of sorts, one written term paper, regular attendance, and active participation. Registration is open now.

American Transcendentalism (Kompaktseminar)

Prof. Dr. D. Malachuk Montag, 29.06., 06.07., 13.07., 20.07. (9:00 - 11:15), Raum 112; Mittwoch, 01.07., 08.07., 15.07., 22.07. (9:00 - 11:15), Raum 333; Freitag, 24.07. (09:00 - 13:00), Raum 110

As a cultural, philosophical, and political movement, American Transcendentalism dominated American thought through most of the nineteenth century. Drawing on the disciplines of literature and history as well as political theory, religious studies, and environmental studies, this course explores both the historical and normative importance of three of the movement's convictions. The first conviction was "the sacredness of the person," which can be said to be the root of today's concepts of human rights. The second was its dedication to a global literature and even a universal religion; the Transcendentalists were inspired by European (especially English and German) philosophy as well as Asian religions, and sought to translate these into a single unified vision. The third conviction was Transcendentalism's commitment to ecological conservation, particularly in the work of Henry David Thoreau. All three of these convictions are not only of immense historical importance

but continue to be influential today.

Texts:

- *The American Transcendentalists: Essential Writings* (Modern Library Classics), ed. Lawrence Buell. 081297509X or 978-0812975093

- Walden, Civil Disobedience and Other Writings (Norton Critical Editions), ed. William Rossi, Third Edition. 0393930904 or 978-0393930900

Scheinerwerb: Please note that the course will be offered in a "compact" form including ten three-hour meetings through July (Mondays and Wednesdays 9-11:15) and one additional Friday morning (July 24, 9-13). Please read the two required texts before the course meetings.

Registration: you can register by sending an email to <bruchelt@as.uni-heidelberg.de> by 15.02.2015.

Gothic Fiction in the Eighteenth and Nineteenth Century

Prof. Dr. V. Nünning Mittwoch 11:15 - 12:45 116 .

Vampires are back – but many of the 21st century incarnations of Dracula have lost their disconcerting power; some have even become domesticated in a way that would not have been thought possible at the time when Bram Stoker wrote the great classic which captured the popular imagination for decades.

Today, it seems that gothic fiction is just another kind of popular fiction, commodified and commercialised, spreading conservative values and fulfilling adolescents' desires. However, in the eighteenth and nineteenth century, Gothic fiction was not only innovative and (partly) subversive, it also expressed ideas and fears that ran counter to the mainstream, and / or negotiated fears that derived from social changes the results of which could not be fathomed at the time.

In this course, we will look at Gothic novels, starting with Walpole's *The Castle of Otranto*, from two perspectives: First, we will relate the works to the cultural imaginary and ask how they relate to popular concerns of the time of production. Second, we will look at their form and the modes of narration and ask in how far this corresponds to the development of literary genres and styles of writing throughout the envisaged 150 years.

Texts: Texts: Horace Walpole, *The Castle of Otranto* (1764/65); Matthew Lewis, *The Monk* (1796). Mary Shelley, *Frankenstein* (1818). Mary Elizabeth Baddon *Lady Audley's Secret* (1862). Bram Stoker, *Dracula* (1897).

Team Work Sessions: *Vathek, Carmilla.*

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 28th of February, 2015.

Modernizing the United States: History, Literature, and Culture, 1865-1914

Prof. Dr. Dietmar Schloss / Dr.Wilfried Mausbach, Di 11:15 - 12:45 HCA: Stucco

After the Civil War, the United States developed rapidly into a modern industrial urban society. In this interdisciplinary course team-taught by a historian and a literary scholar, we will analyze different aspects of this modernization process and see how they affect American thinking about society and culture. We will not only attend to the narratives of modern historiographers but also look at contemporary literary texts, documents, pamphlets and treatises which reflect the grass roots experience of these changes. Among the literary works to be studied are Theodore Dreiser's *Sister Carrie*, Upton Sinclair's *The Jungle*, and Henry James's *Daisy Miller.* In addition, we will read texts by William Graham Sumner, Jacob Riis, Frank Roney, W.E.B. DuBois, Jane Addams, Frances Willard, Andrew Carnegie, and Thorstein Veblen. – The course is offered by the Heidelberg Center of American Studies. Students majoring in English, political science, or history are welcome. If you are interested in participating in this course, please send an email to <dietmar.schloss@urz.uni-heidelberg.de>.

A reader will be made available to registered participants in early March. In addition, students should purchase the two novels and read them during recess. Recommended editions: Theodore Dreiser, *Sister Carrie*, Norton Critical Editions, ed. by Donald Pizer (New York: Norton, 2006); Upton Sinclair, *The Jungle*, Norton Critical Editions, ed. by Claire Virginia Edy (Norton, 2003).

Neo-Victorianism

Priv.-Doz. Dr. J. Rupp Mittwoch 16:15 - 17:45 112

If Victorianism was already one of the most expansive periods in English literary and cultural history, its influence continues to be felt in multiple afterlives today. From bulky neo-Dickensian novels to the recent craze over remakes of Sherlock Holmes, the lasting impact of the Victorian age can hardly be overlooked. In this seminar, we will cover a wide range of contemporary reactions to the Victorians, identifying shifting views of the period as well as major motives of our current retrospection and interest in it. As feminist and postcolonial rewrites of the past two or three decades suggest, for example, many modern concepts (and limitations) of identity, sexuality and history date back to Victorian times. Elsewhere, the Victorian age is reassessed for its valuation of popular entertainment and genres like crime fiction, while our fascination with the steampunk aesthetics of bolts and cogs is a reflection, among other things, of the alienating effect of modern digital technology. Neo-Victorianism is by no means a homogeneous phenomenon, just as Neo-Victorian studies is a developing field. Centring on readings of Jean Rhys's *Wide Sargasso Sea* (1966), Peter Carey's *Jack Maggs* (1997) and Julian Barnes's *Arthur and George* (2005), the seminar will also deal with film/televisual adaptations of Sherlock Holmes and encourage participants to pursue their own projects.

Primary reading:

- Jean Rhys, *Wide Sargasso Sea* (ISBN: 97880141185422)
- Peter Carey, *Jack Maggs* (ISBN:9780571193776)
- Julian Barnes, *Arthur & George* (ISBN 9780099563174)

Recommended secondary reading:

- Elizabeth Ho, *Neo-Victorianism and the Memory of Empire* (2012)
- Simon Joyce, *The Victorians in the Rearview Mirror* (2007)
- Doris Feldmann/Christian Krug (eds.), *Viktorianismus. Eine literatur- und kulturwissenschaftliche Einführung* (2013)

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

Twentieth-Century Irish Drama

Priv.-Doz. Dr. B. Hirsch Dienstag 16:15 - 17:45 113

This course aims at analysing the dynamics of modern Irish Drama in its historical context. Using the publication of “Manifesto for Irish Literary Theatre” as our starting point and concluding with the first production of Conor McPherson's highly acclaimed *The Weir*, we shall identify the continuities and discontinuities of twentieth-century Irish stagecraft.

In discussing William Butler Yeats's and Lady Gregory's *Cathleen Ni Houlihan* (1902), John Millington Synge's *The Playboy of the Western World* (1907), Sean O'Casey's *Juno and the Paycock* (1924), Brendan Behan's *The Hostage* (1958), Brian Friel's *Translations* (1980) and McPherson's aforementioned play, we will explore the social, political and cultural tensions inherent in the making of Irish theatre.

Primary Source to be read before term:

- Behan, Brendan, *The Hostage*. Methuen.
- Harrington, John P. (ed.), *Modern and Contemporary Irish Drama*. Norton, 2008.

Further Reading:

- Middeke, Martin / Peter Paul Schnierer (eds.), *The Methuen Drama Guide to Contemporary Irish Playwrights*. London, 2010.
- Morast, Christopher (ed.), *A History of Irish Theatre 1601-2000.* Cambridge et al., 2004.
- Morse, Donald /ed.), *Irish Theatre in Transition: From the Late Nineteenth to the Early Twenty-First Century*. Palgrave, 2015.
- Murray, Christopher, *Twentieth-Century Irish Drama: Miror Up to Nation*. Syracuse University Press, 2000.
- Trotter, Mary, *Modern Irish Theatre.* Polity Prewss, 2008.

- Watt, Stephen et al. (eds.), *A Century of Irish Drama: Widening the Stage.* Bloomington, IN, 2000.

American Novelists Review the Twentieth Century

Prof. Dr. D. Schloss Donnerstag 14:15 - 15:45 108

In 1997, four of the most renowned fiction writers of the United States published new novels: Don DeLillo, *Underworld;* Toni Morrison, *Paradise*, Thomas Pynchon, *Mason & Dixon*, and Phillip Roth, *American Pastoral*. The end of the century seems to have encouraged these authors to engage in a fresh and comprehensive evaluation of American life in the age of postmodern capitalism (Pynchon's novel even goes back to the eighteenth century, exploring American modernity at its very roots). The fact that three of the four novelists refer in their titles to the myths of paradise and the golden age signals that the utopian promises connected with the New World since the Renaissance have not been forgotten.

We will analyze three of these novels (*Underworld*, *Paradise*, and *American Pastoral)* in detail and compare the authors' different visions of twentieth-century America. Morrison approaches the century from the African-American perspective; Roth views it from a Jewish angle; in DeLillo, who is the son of Italian-Irish immigrants, the ethnic perspective is somewhat less pronounced. We will also analyze the different narrative styles and explore the literary philosophies held by the authors. Are the novels still written in the postmodern vein or do they break new ground? Students are expected to read the novels before the term starts.

Texts: Roth's and Morrison's novels are available as Vintage paperbacks; a paperback edition of DeLillo's *Underworld* is published by Scribner.

The First Century of US-American Drama

Priv.-Doz. Dr. M. Peterfy Donnerstag 09:15 - 10:45 110

In this course, we will look at the development of a national American theatre, starting with plays from the Early Republic, such as Royall Tyler's *The Contrast* (1787), and from there moving through the long 19th century. We will read some examples of so-called “Indian Plays”, but also a comedy of manners (*Fashion,* by Anna Cora Mowatt) and melodramas by Dion Boucicault and Augustin Daly. Popular theater and the so-called “show business” will be represented by burlesques (literary parodies) of Shakespeare's *Othello.* We will finish our survey with plays by Clyde Fitch, James A. Herne, and William Vaughn Moody.

A reader with all the texts will be available in the Copy Corner as of mid-March.

Please register per email: <margit.peterfy@as.uni-heidelberg.de>

6. Projektseminar

Project Course: Literary History Timeline

C. Assmann Freitag 13:15 - 17:00 113

During your English studies, you are likely to learn in great detail about different literary periods and theories, but it is sometimes hard to get a thorough overview and an understanding of larger social and historical contexts – and you will soon find that good and concise overviews of literary history are not easy to get hold of. The aim of this course is therefore to create our own comprehensive timeline of the main literary periods, movements, and genres, and to link these to key social and historical events and developments. We will write short introductory texts for the single posts on the timeline and provide information for further reading as well as build links between our different entries that register relations and interdependencies.

This course is designed as a practice-oriented project course; it is focused on independent work and open exchange between the participants. With regard to our timeline, we will talk about the challenges and problems of literary historiography and the processes of selection and canonization. The layout and content of our timeline will be discussed and decided in the group before the students start working individually (or in small groups) on developing the various materials. The short essays will be exchanged among the students for proofreading. In the course, you will thus improve your writing skills both by producing own texts and learning about different text forms as well as by editing your co-students‘ work.

At the end of the term, we want to present the timeline in form of a printed banner in the department building. Ideally, we also hope to put it online and thereby make it available for students beyond our own department or the University of Heidelberg.

Form of organisation: We will have three longer sessions on Fridays, the rest of the course will be held online via moodle.

In-class sessions: April 24, May 8, and June 19, from 1-5pm.

For the independent work, students may form small groups of experts for each topic, in which they can research and prepare the relevant literature, create an annotated bibliography and make their knowledge available for the other students in the course. You will be expected to write 1-3 short essays for the timeline, depending on the amount of credits needed.

Credits: You can get credits for this course as Wahlmodul or Projektarbeit (Lehramt). The course is also explicitly directed at students preparing for their exams.

Please register via email: <corinna.assmann@as.uni-heidelberg.de>

7. Kolloquien

7.1 Kolloquien Literaturwissenschaft

Forschungskolloquium

Prof. Dr. G. Leypoldt Donnerstag 16:00 - 17:30 122

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

Preparing for the Final Exam

Prof. Dr. D. Schloss Dienstag 16:15 - 17:45 112

Das Kolloquium besteht aus 8 doppelstündigen Sitzungen und dient der Vorbereitung von Magister- und Staatsexamensprüfungen mit einem Schwerpunkt in der Amerikanistik. Falls Bedarf besteht, wird anhand früherer Klausurtexte die schriftliche Prüfung geübt. Darüber hinaus orientiert sich die Diskussion an den Schwerpunktthemen der Teilnehmer für die mündliche Prüfung. Der Termin der ersten Sitzung wird Anfang des Sommersemesters bekannt gegeben. Anmeldungen bitte per Email an: <dietmar.schloss@urz.uni-heidelberg.de>

Kolloquium

Prof. Dr. P. Schnierer Montag 11:00 - 13:00 108

Diese Ankündigung ist auf Deutsch, aber das Kolloquium wird beide Sprachen in ihr Recht setzen. Es soll der Vorbereitung auf Staatsexamina und Masterprüfungen 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>

Colloquium for Exam Candidates

Prof. Dr. V. Nünning Montag 14:15 - 15:45 116

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.

7.2 Kolloquien Sprachwissenschaft

Doktorandenkolloquium

Prof. Dr. B. Busse Dienstag 11:15 - 12:45 HS 05

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 1 March 2015 at <anika.conrad@as.uni-heidelberg.de> to sign up for the course.

Colloquium for Exam Candidates

Priv.-Doz. Dr. N. Nesselhauf Mittwoch 09:15 - 10:45 113

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. In addition, we will cover some of the 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 (in this case, no registration is necessary).

The Structure of Present-Day English

Dr. M. Isermann Dienstag 18:00 - 19:30 108

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 outside my office 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 an 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.

Research Colloquium

Prof. Dr. S. Kleinke Mittwoch 18:15 - 19:45 108

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.

A detailed seminar plan will be provided before the first session via E-Mail.

You can register for this class during my office hours (preferred) **and** by e-mail at <anmeldung.kleinke@as.uni-heidelberg.de>

Exam Colloquium

Prof. Dr. S. Kleinke Donnerstag 11:15 - 12:45 110

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.

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).

8. Oberseminar

Oberseminar

Prof. Dr. P. Schnierer Donnerstag 18:15 - 19:45 112

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.

9. Examensvorbereitung

Vorbereitungskurs für Examenskandidaten

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 term.

Registration: Registration is through SignUp only.

K. Henn	Montag	14:15 - 15:45	122
K. Henn	Montag	16:15 - 17:45	122
D. O'Brien	Dienstag	11:15 - 12:45	108
D. O'Brien	Dienstag	16:15 - 17:45	108

10. Fachdidaktik

10.1 Fachdidaktik I

Methodology I

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

Scheinerwerb: Erwartet wird die Bereitschaft, fachwissenschaftliche Inhalte funktional mit fachdidaktischen Fragestellungen zu verbinden. Regelmäßige Anwesenheit, aktive Teilnahme, die schriftliche Erstellung eines Unterrichtsverlaufs, eine Hausarbeit von ca. 10 Seiten oder ein gehaltenes Referat und dessen schriftliche Zusammenfassung auf 5-7 Seiten.

J. Naßutt	Montag	14:15 - 15:45	114
J. Naßutt	Montag	16:15 - 17:45	114
I. Sikora-Weißling	Donnerstag	14:15 - 15:45	115
I. Sikora-Weißling	Donnerstag	16:15 - 17:45	115

10.2 Fachdidaktik II

Arbeit mit Texten

B. Köhler-Kresin Freitag 11:15 - 12:45 113

Die Veranstaltung richtet sich an Studentinnen und Studenten nach dem Praxissemester. Im Mittelpunkt steht die Arbeit mit Texten aller Formate aus den Lehrwerken der Unter-, Mittel-und Oberstufe am Gymnasium sowie die Behandlung von Jugendliteratur im Unterricht. Literaturwissenschaftliche und didaktisch-methodische Aspekte werden vorgestellt und reflektiert.

Kompetenzorientierter Englischunterricht

S. Schwarz Montag 14:15 - 15:45 113

Die Veranstaltung richtet sich ausschließlich an Studentinnen und Studenten, die bereits Fachdidaktik I und das Praxissemester absolviert haben.

Im Mittelpunkt dieses Kurses steht die Behandlung verschiedener Möglichkeiten der Schulung von Kompetenzen im Englischunterricht der Sekundarstufen I und II, wobei durchgehend die kritische Reflexion der Erfahrungen aus dem eigenen Unterricht während des Praxissemesters einfließen wird. Fremdsprachendidaktische Grundsätze und methodische Vorgehensweisen werden vorgestellt, reflektiert und selbstständig auf neue Themen übertragen. Ausgewählte Aspekte wie Umgang mit Texten, Materialentwicklung, funktionaler Einsatz verschiedener Medien werden in diesem Zusammenhang erarbeitet und angewendet.

Scheinerwerb: regelmäßige und aktive Teilnahme an den Sitzungen, Vor- und Nachbereitung verschiedener Unterrichtseinheiten, Hausarbeit zur Planung von Unterricht (ca. 10 Seiten)

Interkultureller Englischunterricht

S. Schwarz Montag 16:00 - 17:30 113

Die Veranstaltung richtet sich ausschließlich an Studentinnen und Studenten, die bereits Fachdidaktik I und das Praxissemester absolviert haben.

Im Mittelpunkt dieses Kurses stehen verschiedene landeskundliche und interkulturelle Themen im Englischunterricht der Sekundarstufen I und II, wobei durchgehend die kritische Reflexion der Erfahrungen aus dem eigenen Unterricht während des Praxissemesters einfließen wird. Interkulturelle Kompetenzen sowie fremdsprachendidaktische Grundsätze und methodische Möglichkeiten der unterrichtlichen Behandlung und der Vermittlung von soziokulturellem Wissen werden vorgestellt, reflektiert und selbstständig auf neue Themen übertragen. Ausgewählte Aspekte wie Umgang mit Texten, Materialentwicklung, funktionaler Einsatz verschiedener Medien werden in diesem Zusammenhang erarbeitet und angewendet.

Scheinerwerb: regelmäßige und aktive Teilnahme an den Sitzungen, Vor- und Nachbereitung verschiedener Unterrichtseinheiten, Hausarbeit zur Planung von Unterricht (ca. 10 Seiten)

Speaking and Mediation Skills in the English Classroom

S. Lösch Dienstag 16:15 - 17:45 115

Qualifikationsziele:

- Kritische Reflexion der Erfahrungen aus dem eigenen Unterricht (Praxissemester)

- Fremdsprachendidaktische Grundsätze reflektieren und zunehmend selbständig auf neue unterrichtliche Themen übertragen
- Reflexion des Zusammenwirkens von Fachwissenschaft, Fachdidaktik und Pädagogik

- Formen der Fremd- und Selbstevaluation beim Fremdsprachenlernen kennen und produktiv anwenden

Inhalte:
Vertiefte Kenntnisse und Reflexion zentraler Bestandteile des Englischunterrichts anhand der Fertigkeiten *speaking* und *mediation.*
Im Mittelpunkt der Veranstaltung steht zum einen die Frage, welchen Stellenwert die mündliche Sprachproduktion im Englischunterricht haben sollte und wie mehr Mündlichkeit im FSU gefördert werden kann, und zum anderen wird es um die fachdidaktische Aufbereitung von Sprachmittlungsaufgaben gehen. Neben den methodisch-didaktischen Grundlagen werden auch die mündliche Leistungsmessung sowie die Kommunikationsprüfung und der Mediation-Teil des Abiturs zentrale Themen sein.

Der Kurs ist stark an der schulischen Praxis orientiert und es werden praktische Beispiele aus und für den Englischunterricht vorgestellt, aber auch gemeinsam und selbstständig erarbeitet, verglichen und reflektiert.

Working with Literary Texts at School

K. Freund Mittwoch 08:30 - 10:00 108

Literarische Texte sind integraler Bestandteil eines kompetenzorientierten Fremdsprachenunterrichts, auch weil sie kulturelle Nuancen der Zielkulturen abzubilden vermögen und im Vergleich mit den Erscheinungen der eigenen Kultur zu persönlichen Wertungen herausfordern. Gerade im Kontext Schule kann der literarische Text zum *personal growth* der jugendlichen Leser beitragen, insbesondere wenn Bezüge zur Erlebniswelt der Schüler hergestellt werden können.

Im Kurs sollen praxisnah methodisch-didaktische Überlegungen zu Auswahl und Erarbeitung von literarischen Texten in der Schule angestellt werden. Anhand von ausgewählten Textbeispielen aus verschiedenen Genres und Textsorten soll untersucht werden, wie kompetenzorientierter Literaturunterricht in der Schule aussehen kann.

Texts: Die Lektüre von Jeannette Walls *Half Broke Horses* [Schulausgabe Klett: 2013] und Kenntnis des Films *Crash* [DVD *L.A. Crash*, Universum Film:2006] werden vorausgesetzt

10.3 Preparation Course for Assistant Teachers

K. Henn Donnerstag 14:15 - 15:45 116

This is a course aimed primarily at students who have applied to go abroad as assistant teachers in the 2015-16 school year. After a brief introduction to the British school and exam system, the kind of level you can expect, and core communicative teaching techniques, you will be spending the semester holding short classes in speaking skills using your classmates as your students. The idea is that by the end of the semester you will have not only gained classroom confidence and a store of ideas you can use in your teaching but also had a lot of fun and made friends with people whose floor you can sleep on in the half-term holidays.

Übergreifende Kompetenzen: The course is also open to BA students of English who have some teaching experience (e.g. giving private tuition) and would like to acquire ÜK points for practice in the teaching of speaking skills. 2 ÜK points will be awarded for attending regularly and leading a class activity.

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

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

11. Sprachpraxis

11.1 Pronunciation Practice BE

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).**

A. Benner	Dienstag	08:15 - 09:00	ZSL
A. Benner	Dienstag	09:15 - 10:00	ZSL
A. Benner	Dienstag	10:15 - 11:00	ZSL
A. Benner	Dienstag	11:15 - 12:00	ZSL
A. Benner	Dienstag	12:15 - 13:00	ZSL

11.2 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).**

N. Becker	Donnerstag	10:15 - 11:00	ZSL 320
N. Becker	Donnerstag	11:15 - 12:00	ZSL 320
N. Becker	Donnerstag	12:15 - 13:00	ZSL 320

11.3 Grammar/Tense and Aspect

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

per week). Your grade will be based on a centralized exam at the end of the course.

K. Henn	Dienstag	16:15 - 17:45	122
K. Pfister	Donnerstag	09:15 - 10:45	114
K. Pfister	Donnerstag	11:15 - 12:45	115
D. O'Brien	Freitag	09:15 - 10:45	122

11.4 Grammar/Tense and Aspect for Repeat Students

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.

C. Burmedi	Dienstag	09:15 - 10:45	122
C. Burmedi	Dienstag	11:15 - 12:45	122

11.5 Writing/Essential Skills for Writing

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.

B. Gaston	Montag	14:15 - 15:45	108
B. Gaston	Montag	16:15 - 17:45	108
D. O'Brien	Dienstag	09:15 - 10:45	116
K. Henn	Dienstag	11:15 - 12:45	116
K. Henn	Dienstag	14:15 - 15:45	122
D. O'Brien	Freitag	11:15 - 12:45	122

11.6 Translation into English/Structure and Idiom

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.

A. Mau	Montag	14:15 - 15:45	112
A. Mau	Montag	16:15 - 17:45	112
K. Pfister	Dienstag	09:15 - 10:45	113
K. Pfister	Dienstag	11:15 - 12:45	114
B. Gaston	Donnerstag	11:15 - 12:45	116
B. Gaston	Donnerstag	14:15 - 15:45	122

11.7 English in Use

Vocabulary and Idiom

D. O'Brien Donnerstag 09:15 - 10:45 116

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 gets 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.

KISS - Professional Presentation of Research

K. Gunkel Samstag 18.4., 25.4., 9.5., 16.5., 11 - 13 und 15-18 Uhr R 108 .

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. This course is suitable for both beginning teachers and young professionals. PowerPoint/Keynote is required for this course. Please bring your own laptop or tablet computer.

Scheinerwerb: 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.

Business English

K. Zawatzky Montag 11:15 - 12:45 116

This course will cover the basic business topics of management and marketing, business vocabulary and cultural awareness. A special emphasis will be placed upon perfecting business communication skills: telephoning, e-mail, meetings and negotiations as well as social English.

11.8 Advanced Writing/Academic Essay Writing

Teilnahmevoraussetzungen:

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

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

Academic Essay Writing

C. Burmedi Montag 14:15 - 15:45 HS 6

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.

11.9 Stylistics/Grammar and Style II

Professional Poster Presentation

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. To distinguish this course from “Text Types: Description and Narration,” we will be dealing with a particular text type of non-fiction, namely academic posters.

K. Gunkel	Donnerstag	09:15 - 10:45	108
K. Gunkel	Donnerstag	18:15 - 19:45	108

Description and Narration

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.

C. Burmedi	Donnerstag	09:15 - 10:45	122
C. Burmedi	Donnerstag	11:15 - 12:45	122

Exposition and Argumentation

K. Henn Donnerstag 11:15 - 12:45 114

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'). **Scheinerwerb:** Please note that this class is intended to be taken towards the end of your studies, after you have spent an extended period living in an English-speaking country.

11.10 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.

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

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

Professional Poster Presentation

Description see page 54.

K. Gunkel	Donnerstag	09:15 - 10:45	108
K. Gunkel	Donnerstag	18:15 - 19:45	108

Exposition and Argumentation

K. Henn Donnerstag 11:15 - 12:45 114 .

Description see page 54.

11.11 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.

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

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

Translation II (E-G)

K. Gunkel Freitag 09:15 - 10:45 333

This course provides you with the tools necessary to translate a variety of literary texts in such a way that the German version produces as much of the spirit and effect on the German audience as the original does on the native English reader. You will learn the shortcomings of a word-by-word translation. Even sentences cannot be viewed in isolation from the paragraph, and the paragraph in turn is embedded in the text. Consequently, we will have to acknowledge these textual relationships and base our choices on a thorough literary and linguistic analysis of the original.

Course requirements:
a) steady attendance and active class participation (regular homework assignments to be handed in)
b) an entry exam, a mid-term mock-exam, a final in-class translation and a group project.

Description and Narration

Description see page 54.

C. Burmedi Donnerstag 11:15 - 12:45 122

C. Burmedi Donnerstag 09:15 - 10:45 122

11.12 Translation II (E-G)

K. Gunkel Freitag 09:15 - 10:45 333

Description see page 56.

11.13 Advanced English in Use

Translation II (E-G)

K. Gunkel Freitag 09:15 - 10:45 333

Description see page 56.

Professional Poster Presentation

Description see page 54.

K. Gunkel Donnerstag 09:15 - 10:45 108

K. Gunkel Donnerstag 18:15 - 19:45 108

Description and Narration

Description see page 54.

C. Burmedi Donnerstag 11:15 - 12:45 122

C. Burmedi Donnerstag 09:15 - 10:45 122

Exposition and Argumentation

K. Henn Donnerstag 11:15 - 12:45 114

Description see page 54.

12. Ethisch-Philosophisches Grundstudium

(Post)Modern British and Irish Drama

Dr. H. Grundmann Mittwoch 09:15 - 10:45 115

Description see page 24.

Charlotte Perkins Gilman

Dr. P. Löffler Donnerstag 16:15 - 17:45 110

Description see page 24.

Constructing Identity – A DIY Approach to English Linguistics and Literary Studies

S. Frink/J. Smith Dienstag 11:15 - 12:45 113

Description see page 18.

American Drama of the 1940s in the Context of German Reeducation: Thornton Wilder and Arthur Miller

Dr. K. Hertel Donnerstag 16:15 - 17:45 113

Description see page 25.

American Cyborgs

Dr. H. Jakubzik Mittwoch 11:15 - 12:45 112

Description see page 25.

Twenty-First-Century American Drama: Six Plays

Dr. E. Hänßgen Mittwoch 11:15 - 12:45 114

Description see page 26.

13. Sonstiges

Advanced Translation into English

This course is intended for students who plan to take their Staatsexamen after Christmas 2015. (Others also welcome, particularly exchange students whose mother tongue is English.)

For all those taking their exams before this date there are special preparation courses run by Mr.O'Brien and Mrs.Henn. We will mainly translate contemporary newspaper texts.

P. Bews	Dienstag	09:15 - 10:45	114
P. Bews	Donnerstag	16:15 - 17:45	112

Creative Writing

P. Bews Donnerstag 18:15 - 19:45 333

This course is intended for all students who enjoy writing and will consist of writing regularly, at home, and discussing the pieces in small groups in class time. All types of writing welcome, from film scripts to poems, from short stories to plays. The dicussions continue after class in a local hostelry

Language Reading Group

F. Polzenhagen Freitag 11:15 - 12:45 112

The Language Reading Group is a discussion forum for students who are interested in language and cognition. Every week, we discuss selected, very recently published texts that deal with language as a cognitive phenomenon. We focus on questions like

- How do children acquire language?
- Does language influence thought?
- Does culture influence language?
- How did language evolve? What is the origin of language and how do languages develop the features they have?

- Is language a window to thought?

AS-external participants can receive credit points (2 CP, ÜK).

13.1 Lektürekurs

Twentieth-Century British Political Theatre

Prof. R. Schäffner Montag 14:15 - 15:45 333

This course is intended for advanced students who have a special interest in the theory and practice of political theatre. After a concise overview of the development of British political theatre in the 20th century, we will study seminal plays by prominent figures, with a particular emphasis on the post-war period between 1950 and 1990. The historical, social and political contexts of both writers and plays will also be considered in depth.

Students are expected to read at least one play each week, prepare a short presentation on a writer and his work in general, 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, presentation and discussion.

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

14. Übergreifende Kompetenzen

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 Donnerstag 14:15 - 15:45 116

Description see page 48.

Creative Writing

P. Bews Donnerstag 18:15 - 19:45 333

Description see page 59.