

I. Hinweise und Informationen

Bitte beachten Sie, dass die erforderlichen Nachträge und Berichtigungen in den ersten Oktoberwochen 2006 bekanntgegeben werden (Redaktionsschluß war der 18. Juni 2006). Bitte überprüfen Sie die Angaben zu Zeit und Ort der Lehrveranstaltungen am Schwarzen Brett oder auf der Homepage: <http://www.as.uni-hd.de>: Hierbei ist zu beachten, daß die PDF-Version – über "Download des KVV (PDF...)" – der vorliegenden Druckversion, d.h. dem Informationsstand vom 18. Juni 2006 entspricht; die aktuellsten Informationen zum Kursangebot finden Sie über den Link "WS 2006/2007".

Die *Kommentierten Ankündigungen* enthalten das Lehrprogramm Englische Philologie (s. II. Lehrveranstaltungen) sowie folgende Informationen:

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Hinweise zum jeweiligen Anmeldeverfahren für die Kurse, zu Teilnahmevoraussetzungen und zu ggf. während der Semesterferien zu leistender Vorbereitung finden sie in den Kursbeschreibungen in Teil II der *Kommentierten Ankündigungen*.

1. Termine und Fristen

Allgemeiner Vorlesungsbeginn am Anglistischen Seminar:	Montag,	16. Oktober 2006
Ende der Vorlesungszeit:	Samstag,	10. Februar 2007
Vorlesungsfreie Tage:	Mittwoch,	1. November 2006
	Freitag,	22. Dezember 2006*
	bis Sonntag,	7. Januar 2007

- Die **Orientierungseinheit für Studienanfänger** (in Zusammenarbeit mit dem Zentrum für Schlüsselkompetenzen) findet statt am: Mittwoch, 11. Oktober 2006.
- **Anmeldezeitraum für die Online-Formularanmeldung:** 2. Oktober 2006 – 12. Oktober 2006 um 24 Uhr. Am Tag nach Ablauf der Anmeldefrist erfahren Sie ab 14 Uhr im Internet und über Listen, die im ersten Stock des Institutsgebäudes aushängen, in welchen Kursen Sie einen Platz bekommen haben.
- Hinweise auf **Gastvorträge, Konferenzen, Exkursionen** und sonstige Veranstaltungen entnehmen Sie bitte dem Schwarzen Brett, weiteren Aushängen und der Homepage des Anglistischen Seminars: <http://www.as.uni-hd.de>.

* Angaben hierzu ohne Gewähr.

2. Wichtige Hinweise zum Anmeldeverfahren

Grundsätzlich wird zwischen zwei Anmeldeverfahren unterschieden

- a. Persönliche Anmeldung
- b. Online-Formularanmeldung

Bitte beachten Sie: Wenn kein anderes Anmeldeverfahren angegeben wird oder keine spezifischen Anmerkungen zum Anmeldeverfahren in der individuellen Kursbeschreibung angegeben ist, gilt der für den jeweiligen Kurstyp im Folgenden spezifizierte Anmeldemodus.

a. Persönliche Anmeldung

Ab Erscheinen der *Kommentierten Ankündigungen* können Sie sich in den Sprechstunden der Kursleiterinnen und Kursleiter persönlich anmelden. Dieser Anmeldemodus gilt für

- Proseminare I und II,
- Haupt- und Oberseminare,
- Kolloquien und
- andere Kurse, die **nicht** mit dem Vermerk "Online-Formularanmeldung" gekennzeichnet sind.

b. Online-Formularanmeldung

Kurstypen, für die eine Online-Formularanmeldung erforderlich ist, sind mit dem Hinweis "Anmeldung per Online-Formular erforderlich" gekennzeichnet. Im einzelnen betrifft dies folgende Kurstypen:

- Einführungen Sprachwissenschaft und EV Sprachwissenschaft (Tutorium)
- EV Literaturwissenschaft (Tutorium),
- Begleitkurse Phonetik AE (American Engl.),
- Begleitkurse Phonetik BE (British Engl.),
- Grammar and Style I,
- Grammar and Style I for Repeat Students,
- Writing I,
- Translation I (G-E),
- Grammar and Style II,
- Writing II,
- Translation II (E-G),
- Translation II for Non-Native Speakers of German,
- Landeskunde, wenn nicht anders gekennzeichnet,
- Fachdidaktik und
- andere Kurse, die mit dem Vermerk "Anmeldung per Online-Formular erforderlich" gekennzeichnet sind.

Für diese Kurse kann man sich **ausschließlich online** anmelden. Zugang zum Anmeldeverfahren haben Sie von jedem Computer, der mit dem Internet verbunden ist (z.B. im Vorraum der Bibliothek des Anglistischen Seminars, dem Computer-Pool des Anglistischen Seminars, dem PC-Pool der Universitätsbibliothek, dem Universitätsrechenzentrum oder von zu Hause aus).

2.1 Regeln für das Online-Verfahren zur Anmeldung

- Sie haben insgesamt 25 Punkte zur Verfügung, die Sie auf die von Ihnen gewünschten Kurstypen verteilen können.
- Dabei können Sie pro Kurstyp höchstens 9 Punkte vergeben.

- Je höher die vergebene Punktzahl, desto größer die Wahrscheinlichkeit, einen Platz zu bekommen.
- Pro Kurstyp können Sie zwei Optionen (d.h. erste Wahl und Alternativkurs) wählen, z.B. für Grammar und Style I "Burmedi Mo 9.15-10.45" als Wahl 1 und "O'Brien Di 9.15-10-45" als Wahl 2. Es ist sinnvoll, Alternativkurse (Wahl 2) anzugeben, auch wenn es nicht obligatorisch ist. Die Semesterplanung mit Alternativen verlangt zwar Flexibilität, verbessert aber die Chancen auf einen Platz für alle Interessentinnen und Interessenten.
- Besonders aussichtsreich ist übrigens die Wahl von Kursen, die montags oder freitags stattfinden.

2.2 Vorgehen bei der Online-Anmeldung

1. Gehen Sie auf die Homepage des Anglistischen Seminars: <http://www.as.uni-hd.de>.
2. Klicken Sie auf "SignUp", dann auf "Login". Dort geben Sie Ihren Nachnamen und Ihre Matrikelnummer an oder lassen sich neu registrieren, falls sie neu immatrikuliert sind und das Login fehlschlägt. Beachten Sie Groß- und Kleinschreibung Ihres Namens. Ihr Passwort ist, falls Sie es nicht geändert haben, Ihre Matrikelnummer.
3. Nach dem Login klicken Sie auf den Link "Online-Anmeldung". Die Kursauswahl erklärt sich selbst. Hier geben Sie Ihre Kurswahl ein. Wahl 1 und Punktevergabe sind obligatorisch, Wahl 2 ist fakultativ, aber sehr empfohlen. Bitte überprüfen Sie Ihre Kurswahl genau, da Sie im nächsten Schritt Ihre Wahl absenden.
4. Durch Klicken auf "Absenden" gelangen Sie zu einem Formular, in dem Sie aus Sicherheitsgründen erneut Matrikelnummer und Passwort eingeben müssen.
5. Klicken Sie erneut auf "Absenden". Ihre gewählten Kurse werden nun angezeigt.
6. Klicken Sie zum Schluß auf "Logout" und schließen Sie den Browser, damit an öffentlich zugänglichen Rechnern niemand durch Zurückblättern Zugriff auf Ihre Daten erhält.

2.3 Anmeldezeitraum und Platzvergabe

Der Anmeldezeitraum ist 2. Oktober 2006 bis einschließlich 12. Oktober 2006 (24 Uhr). Wann Sie sich innerhalb des Anmeldezeitraums anmelden, beeinflußt Ihre Chancen auf einen Platz nicht.

Am ersten Tag nach Ablauf der Anmeldefrist werden die Plätze in den Kursen vergeben (Beschreibung der Vergabedetails finden Sie auf der Homepage).

Ändern der eingegebenen Kurse

Während des Anmeldezeitraums können Sie Ihre Anmeldedaten jederzeit einsehen und verändern.

Bekanntgabe der Kurslisten

Am Tag nach Ablauf der Anmeldefrist erfahren Sie ab 14 Uhr im Internet und über Listen, die im ersten Stock des Institutsgebäudes aushängen, in welchen Kursen Sie einen Platz bekommen haben.

Probleme?

Falls **Probleme** auftreten, senden Sie eine E-Mail an "Feedback" auf der Startseite und geben Namen, Matrikelnummer und eine kurze Beschreibung des Problems an.

3. Orientierungseinheit für Studienanfänger in Zusammenarbeit mit dem Zentrum für Schlüsselkompetenzen

Zeit: Mittwoch, 11. Oktober 2006, 10-18 Uhr
Ort: Anglistisches Seminar, Raum 108

Am Mittwoch, den 11. Oktober 2006, findet in Raum 108 des Anglistischen Seminars von 10 bis 18 Uhr eine Orientierungseinheit für Studienanfänger statt. Dieses eintägige Tutorium ermöglicht Studienanfängern einen erfolgreichen und reibungslosen Einstieg in das Studium am Anglistischen Seminar. 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. Burmedi

4. Hinweise zu Orientierungsprüfung und Zwischenprüfung

Im 2. Stock des Anglistischen Seminars finden Sie ein besonderes Anschlagbrett für Prüfungsangelegenheiten, an dem die neuesten Hinweise, Termine usw. aushängen. Die Beachtung dieses Anschlagbrettes wird dringend empfohlen.

4.1 Orientierungsprüfung

Alle Informationen zur Orientierungsprüfung finden Sie im *Studienführer des Anglistischen Seminars* (Heft II: Prüfungen). Die folgenden Informationen stellen einen gekürzten Auszug dar.

"Die Orientierungsprüfung muss nach dem zweiten, spätestens aber bis zum Ende des dritten Semesters abgelegt sein. [...] Analog zur Zwischenprüfung wird die OP am Anglistischen Seminar studienbegleitend und nicht als 'punktuelle' Prüfung durchgeführt. Die OP-Bescheinigung wird dann ausgestellt, wenn die folgenden Leistungsnachweise vorliegen:

- Im Hauptfach:
 - Einführungsveranstaltung Literaturwissenschaft (Klausur von 90 Min. Dauer)
 - Einführungsveranstaltung Sprachwissenschaft (Klausur von 90 Min. Dauer)
- Im Nebenfach Englische Philologie / Literaturwissenschaft:
 - Einführungsveranstaltung Literaturwissenschaft (Klausur von 90 Min. Dauer)
- Im Nebenfach Englische Philologie / Sprachwissenschaft:
 - Einführungsveranstaltung Sprachwissenschaft (Klausur von 90 Min. Dauer)

Während Sie die OP bei einer Zwei-Fächer-Kombination in beiden Hauptfächern ablegen müssen, können Sie bei einer Drei-Fächer-Kombination zwischen einem der beiden Nebenfächer wählen. Das Hauptfach bleibt in jedem Fall prüfungspflichtig.

Die OP ist bestanden, wenn die Leistungsnachweise mit mindestens "ausreichend" benotet wurden. Bei Nichtbestehen können Sie entweder an der Nachholklausur teilnehmen (soweit angeboten) oder (und dies sei dringend empfohlen) den gesamten Kurs und die Klausur noch einmal wiederholen. Die Wiederholungsprüfung muß dann spätestens bis zum Ende des dritten Semesters erbracht werden, sofern kein Verlängerungsantrag gestellt wurde [...]. Bitte beachten Sie, dass die Teilnahme an einer Nachholklausur bereits als die zweite (und letzte) Möglichkeit gewertet wird!"

gez. Hertel (Januar 2006)

4.2 Zwischenprüfung

Alle Informationen zur Zwischenprüfung finden Sie im *Studienführer des Anglistischen Seminars* (Heft II: Prüfungen). Die folgenden Informationen stellen einen gekürzten Auszug dar.

"In der Zwischenprüfung (ZP), die das Grundstudium abschließt, soll der Nachweis erbracht werden, dass die zur Fortsetzung des Studiums erforderlichen Kenntnisse und Fertigkeiten vorhanden sind. Die ZP wird durch eine Zwischenprüfungsordnung (ZPO) geregelt, die am 01.02.1993 in Kraft getreten ist. Mit dieser Ordnung wurde eine zweifelsfreie Rechtsgrundlage für den Verlust des Prüfungsanspruchs (mit der Folge der Exmatrikulation) nach einer bestimmten Semesterzahl geschaffen [...].

Am Anglistischen Seminar wird die ZP zur Zeit ausschließlich studienbegleitend als sog. kumulative Prüfung durchgeführt. Eine besondere (punktuelle) Prüfung am Ende des Grundstudiums gibt es nicht. Die ZP-Bescheinigung wird also dann ausgestellt, wenn Sie die vorgeschriebenen Leistungsnachweise (Scheine; [...]) vorlegen können.

Anforderungen und Reihenfolge der Zulassungsvoraussetzungen und Prüfungsleistungen

"Welche Leistungsnachweise für die ZP zu erbringen sind, hängt vom Studiengang und der angestrebten Abschlussprüfung ab. [...] Alle Studierenden im Hauptfach (Staatsexamen, Magister) benötigen neun Scheine. Das gleiche gilt für Studierende im Beifach (Staatsexamen). Studierende im Nebenfach (Magister) benötigen nur sieben Scheine.

Hauptfach

Zulassungsvoraussetzungen:

- Latinum (Magister; alte Staatsexamens-Ordnung; [s. *Studienführer*]), Latinum oder Fremdsprachenkenntnisse (neue Staatsexamens-Ordnung, s. [*Studienführer*])
- Aussprachetest
- Einführungsveranstaltung Sprachwissenschaft
- Einführungsveranstaltung Literaturwissenschaft

Prüfungsleistungen:

- Grammar and Style I
- Sprachwissenschaftliches Proseminar I
- Literaturwissenschaftliches Proseminar I
- Writing I
- Translation I German-English
- Phonetik und Phonologie (Prüfungsleistung bei Studienbeginn vor dem SS 2004; sonst Zulassungsvoraussetzung)

Nebenfach

Zulassungsvoraussetzungen:

- Aussprachetest
- Einführungsveranstaltung Sprachwissenschaft oder Literaturwissenschaft

Prüfungsleistungen

- Grammar and Style I
- sprachwissenschaftliches PS I oder literaturwissenschaftliches PS I
- Writing I
- Translation I (German-English)
- Phonetik und Phonologie (Prüfungsleistung bei Studienbeginn vor dem SS 2004; sonst Zulassungsvoraussetzung)"

gez. Insley, Jakubzik (September 2005)

5. Latinum und Fremdsprachenkenntnisse

Alle Informationen zu Latinum und Fremdsprachenkenntnissen finden Sie im *Studienführer des Anglistischen Seminars* (Heft II: Prüfungen). Die folgenden Informationen stellen einen gekürzten Auszug dar.

"Das (Kleine) Latinum wird von allen Hauptfächlern im Magister-Studiengang und nach der alten Prüfungsordnung im Staatsexamen verlangt. Es entfällt also für Studierende im Beifach (Staatsexamen) und im Nebenfach (Magister) und nach der neuen Prüfungsordnung im Staatsexamen. Diese erlaubt, das Latinum durch den Nachweis entsprechender Kenntnisse in einer modernen romanischen Fremdsprache (Französisch, Italienisch, Spanisch) zu ersetzen. Solche Kenntnisse gelten lt. Auskunft des Landeslehrerprüfungsamtes dann als adäquat, wenn eine der folgenden Bedingungen erfüllt ist:

- Sie haben die Fremdsprache als Abiturfach mit mindestens 5 Punkten abgeschlossen.
- Sie haben die Fremdsprache in Klasse 13 mit mindestens 5 Punkten abgeschlossen.
- Sie können vier Jahre Gymnasialunterricht (mindestens "ausreichend") in der Fremdsprache nachweisen.

In Zweifelsfällen wenden Sie sich bitte frühzeitig an die Fachstudienberatung bzw. das Landeslehrerprüfungsamt: Herrn Ehret (Tel. 0721-9264-502; Email: Juergen.Ehret@rpk.bwl.de) oder Herrn Mohrenstein (Tel. 0721-9264-510; Email: Karl-Friedrich.Mohrenstein@rpk.bwl.de).

Wichtig: Die Latein- bzw. Fremdsprachenkenntnisse gelten als Zulassungsvoraussetzung zur ZP. Die ZP-Bescheinigung kann daher nur nach dem entsprechenden Nachweis ausgestellt werden. Wenn Sie etwas nachzuholen haben, müssen Sie dies also innerhalb der ersten Semester tun."

gez. Insley, Jakubzik (September 2005)

6. Hinweise zum Ethisch-Philosophischen Grundlagenstudium

Hinweise zum Ethisch-Philosophischen Grundlagenstudium für Lehramtsstudierende finden Sie im Internet unter: <http://theologie.uni-hd.de/epg/>.

7. Studienberater

Eine jeweils aktuelle Liste der Studienberater für Fragen, die Erstsemester, Orientierungsprüfung, Zwischenprüfung, Staatsexamen, Magister und Promotion betreffen, finden Sie im Internet auf der Seite des Anglistischen Seminars (<http://www.as.uni-hd.de>), wenn Sie im Auswahlménü links unter "Studienberatung" den Link "Studienberater" wählen.

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Themenschwerpunkt

"Migration, Sprache und Literatur"

Das historisch faszinierende und gesellschaftspolitisch hochaktuelle Phänomen der Migration hat erhebliche Spuren in den kaum noch überschaubaren Varietäten der englischen Sprache ebenso wie in der Fülle der englischsprachigen Literaturen hinterlassen. Die Sprachwissenschaft beschäftigt sich seit längerem mit der Vielfalt an Varietäten des Englischen im globalen Kontext (z.B. unter dem Aspekt des Sprachkontakts, der sprachlichen Identität und des Zweitspracherwerbs). Die Literaturwissenschaft hat sich dem Phänomen u.a. unter den Aspekten von Ethnizität, Kolonialismus und Postkolonialismus genähert; zu den *New English Literatures* kommt in neuerer Zeit die von Migranten im Mutterland des alten Empire produzierte Literatur hinzu. Im WS 2006/2007 und im SS 2007 werden sich am Anglistischen und Romanischen Seminar eine Reihe von Vorlesungen, Seminaren und Gastvorträgen mit diesem Themenkomplex befassen. Die entsprechenden Lehrveranstaltungen sind mit dem Stichwort ***Migration*** gekennzeichnet.

1. Vorlesungen

Ringvorlesung der DoktorandInnen

Do 14.15-15.45 2st

AS 110

Do you want to get rid of the nagging fear that you're supposed to know so many texts but haven't quite got round to reading them all yet? Perhaps you've read a novel but haven't found anyone to discuss it with? Or you've come across an interesting-sounding linguistic concept and would like to learn more about it? The presentations that form this semester's series will continue to provide students of all levels with the most relevant aspects of major literary works and prominent fields of linguistic inquiry; at the same time, the doctoral students of the department will present their own projects. Topics for discussion and/or research questions are welcome at any time throughout the semester!

No credits/*Kein Scheinernwerb.*

1.1 Vorlesungen Sprachwissenschaft

Introduction to English Linguistics

Mo 09.15-10.45 2st

Prof. Hundt

NU HS 13

If you study English, you should at least be mildly (if not violently) in love with the English language. Being in love also means that you're curious about your object of love – and this lecture series will satisfy your curiosity. It will introduce you to the main ideas and concepts in English linguistics. We will start off by considering what language and linguistics are, look at key concepts in semiotics, phonetics and phonology, morphology, syntax, semantics, pragmatics, socio- and psycholinguistics, and conclude with a survey of historical linguistics and the main developments from Old English to Present Day English.

There will be an accompanying compulsory tutorial taught by advanced students where you learn about the basic tools and techniques linguists need for their trade, go over the main issues presented in the lecture and apply them in practical exercises. Anything left unclear in the lecture will hopefully be clarified in the tutorials, but I strongly encourage you to ask questions during and after the lectures.

Texts: A reader with texts for the lecture class and tutorials will be provided at the beginning of term, materials from the lectures and exercises for the tutorials will be available via the internet, but you might want to obtain one of the following textbooks (they appear in alphabetical order, not in order of recommendation).

- Brinton, Laurel. 2000. *The Structure of Modern English: A Linguistic Introduction*. Amsterdam: John Benjamins.
- Gramley, Stephan and Kurt-Michael Pätzold. ²2004. *A Survey of Modern English*. London and New York: Routledge.
- Leisi, Ernst und Christian Mair. ⁸1999. *Das heutige Englisch: Wesenszüge und Probleme*. Heidelberg: Winter.
- Kortmann, Bernd. 2005. *English Linguistics: Essentials*. Berlin: Cornelsen.
- Meyer, Paul Georg, et al. 2002. *Synchronic English Linguistics: An Introduction*. Tübingen: Gunter Narr Verlag.
- Yule, George. ³2006. *The Study of Language*. Cambridge: Cambridge UP.

Course Requirements: Regular attendance, one assignment and a written exam.

Introduction to English Phonetics and Phonology

Mo 16.15-17.45

2st

Sandra Mollin

NU HS 10

In its first part, the lecture will provide an introduction to the fields of phonetics and phonology in general. As a second step, we will then consider the sound system of the English language in particular. Here we will proceed from a detailed description of consonant and vowel phonemes to supra-segmental features of pronunciation. The reference accents in the description of English are the British and American standard accents (Received Pronunciation and General American, respectively), while further accents of English will be alluded to when appropriate. Throughout the lecture, special attention will be paid to interferences that Germans experience when speaking English. Finally, the lecture will include a practical component concerned with the transcription of English texts.

N.B.: In addition to the lecture, students also need to take a pronunciation class in the language lab (*Begleilkurs Phonetik*, AE or BE), preferably in the same semester.

Texts: For both lecture and *Begleilkurs* students need to obtain one of the following books (the first for British, the second for American pronunciation):

- Sauer, Walter. 1990. *A Drillbook of English Phonetics*. Heidelberg: Winter.
- Sauer, Walter. 2001. *American English Pronunciation: A Drillbook*. Heidelberg: Winter.

Furthermore, the following books are recommended for the lecture:

- Collins, Beverley and Inger M. Mees. 2003. *Practical Phonetics and Phonology*. London/New York: Routledge.
- Skandera, Paul and Peter Burleigh. 2005. *A Manual of English Phonetics and Phonology*. Tübingen: Narr.

Course Requirements: *Abschlussklausur*.

Pidgins and Creole Languages

Migration

Mi 12.15-13.00

2st

Prof. Glauser

NU HS 13

Do 12.15-13.00

NU HS 10

Within the last 40 years investigations into 'marginal languages' like Pidgins and Creoles have influenced almost every branch of linguistics. As a result terms like 'creolisation' can suddenly be found in treatments of Middle English as well as Language Acquisition; 'pidginisation' is used to account for certain features of Second Language Learning. The aim of the lecture is thus to give an overview of the developments and discoveries that have led to this 'minor fashion'. Having made an inventory of the most important English-, French- Spanish-, Portuguese- and Dutch-based Pidgins and Creoles, we shall follow what has been termed 'the life cycle' of these languages, treating 'pidginisation and the Pidgins first, then 'creolisation' and the Creoles and finally the social factors leading to 'decreolisation' and the eventual death of the Creoles. Although the stress will be on the English-based varieties, the astonishing structural similarities that hold between all Creoles will have to be documented. This is going to enable us to look at structures that are very different from 'Average European Speech' without leading us onto completely unfamiliar ground.

No credits/*Kein Scheinerwerb*.

1.2 Vorlesungen Literaturwissenschaft

Introduction to the Study of Literature (*EV Literaturwissenschaft*)

Mi 09.15-10.45

2st

Prof. Schloss

NU HS 9

Die erfolgreiche Teilnahme an einer Einführungsveranstaltung Literaturwissenschaft ist die Voraussetzung für die Aufnahme ins literaturwissenschaftliche Proseminar und zugleich Teil der Orientierungsprüfung. Die Vorlesung hat zum Ziel, die Studierenden an literaturwissenschaftliche Arbeitsweisen heranzuführen. Dabei geht es neben grundsätzlichen Fragen wie "Was ist Literatur", "Was leisten literaturwissenschaftliche Modelle?" um eine Einführung in die Stilanalyse sowie in die Analyse der drei literarischen Großgattungen (Lyrik, Drama, Erzählprosa).

Die begleitenden Tutorien vermitteln den Umgang mit Hilfsmitteln und Arbeitstechniken (Anfertigen einer wissenschaftlichen Hausarbeit, Benutzung von Nachschlagewerken, Bibliographien, Bibliotheken); sie bieten außerdem die Gelegenheit, über Studienprobleme und Zielvorstellungen in der Ausbildung zu diskutieren.

Die Vorlesung wird in englischer Sprache abgehalten.

Literatur: Zu den klausurrelevanten Primärtexten gehören:

- Shakespeare, William. *Hamlet*. Ed. Neil Taylor and Ann Thompson. The Arden Shakespeare, Third Series. London: Thompson Learning, 2006.
- James, Henry. *The Turn of the Screw: Authoritative Text, Contexts, Criticism*. Norton Critical Edition. New York: W.W. Norton, 1999.

Zur begleitenden Lektüre empfohlen:

- Nünning, Ansgar und Vera Nünning. *An Introduction to the Study of English and American Literature*. Uniwissen Anglistik/Amerikanistik. Stuttgart: Klett, 2004.
- Vogt, Jochen. *Einladung zur Literaturwissenschaft*. UTB. München: Fink, 1999.

Anforderungen: Abschlussklausur.

British Literature from the Renaissance to the Present: An Overview

Di 10.15-11.45

2st

Prof. Nünning

NU HS 1

Especially for those of you who want to become teachers, it is very important to get to know the works of the most important authors in British literature, to be able to say to which period they belonged, and what the specific characteristics of the various periods and subgenres are. After all, one should be able to answer basic questions by pupils – even if they are often only asked when a film starring Hugh Grant is said to be based on an English novel or play. The same holds true, of course, for MA-candidates, and such questions are not less embarrassing if they are asked by friends or relatives. Since it is quite difficult to acquire such knowledge by reading literary histories (though there are some very good ones), and since the new *Prüfungsordnung* requires that at least five minutes of every oral examination will be spent on *Überblickswissen*, this lecture will provide an overview of British literature from the Renaissance to the present, and characterise the most important periods, genres and 'classic' works. The most important characteristics will feature in a PowerPoint presentation, copies of which will be available in the *Handapparat*.

No credits/*Kein Scheinerwerb*.

British and Irish Poetry from 1700 to 1900

Do 16.15-17.45

2st

Prof. Schnierer

NU HS 4

This is the second of three lecture courses on English poetry from the Early Modern age to the 21st century, covering the period from 1700 to 1900, give or take a few years. We will meet some of the greatest poetry written in the language, ranging from the classical precision of the Augustans via the enduringly popular poems of the Romantic period to the contradictions and experiments of the Victorians, a time when schools and movements seemed to give way to a flurry of individual, distinctive voices.

Texts: As always, a reader will be made available incrementally during the winter term.

No credits/*Kein Scheinerwerb.*

Viktorianische Literatur

Di 09.15-10.45

2st

Prof. Schöneich

AS 110

Die Vorlesung möchte einen Überblick über die englische Literatur des viktorianischen Zeitalters vermitteln. Sie orientiert sich dabei an der Textauswahl, die in der "Lektüreliste zur Vorbereitung auf die Interpretationsklausur im Staatsexamen" (Studienführer Anglistik, Kap. 4) getroffen worden ist. Die Texte werden unter Berücksichtigung ihrer jeweiligen inhaltlichen und formalen Besonderheiten und relevanter größerer Kontexte vorgestellt. Zur Vorbereitung während der Semesterferien sei die Lektüre eines dickleibigen Romans empfohlen, der die wichtigsten Themen der Epoche behandelt: George Eliot, *Middlemarch* (1871/72).

Für Examenskandidat/inn/en findet ergänzend ein *Text in Context* Kurs statt.

Kein Scheinerwerb/*No credits.*

Amerikanische Literatur im Überblick

Mo 11.15-12.45

2st

Prof. Schulz

NU HS 15

Die Vorlesung bietet einen Überblick über die amerikanische Literatur von der Kolonialzeit bis zur Gegenwart. Zur Orientierung wird eine mehr oder weniger grobe Epochengliederung vorgenommen; zentrale Werke sollen dann im literar-, ideen- und sozialgeschichtlichen Kontext der jeweiligen Epoche vorgestellt werden. Als roter Faden durch die Fülle der Texte bietet sich die Verschränkung von Literatur und Ideologie an: Von ihren Anfängen bis heute meditiert amerikanische Literatur über die Bedeutung und das Selbstverständnis der USA. – Besondere Aufmerksamkeit gilt den in den Lektürelisten des "Studienführers Anglistik" genannten Werken.

Beginn: 23.10.

Literatur: *The Norton Anthology of American Literature*. Ed. Nina Baym et al.

Kein Scheinerwerb/*No credits.*

Visions of America: Colonial and Early National Periods

Do 10.15-11.45

2st

Prof. Schloss

AS 110

America has never been just a geographical place; rather, it has also always been a focal point of vision and dream. This is the first part of a three-semester lecture course examining the changing conceptions of America from the seventeenth century to the present. Based on close readings of selected literary and expository texts, the lectures will try to assess the social, political, and cultural roles of the various idealistic conceptions of America and the United States. Critics have given different reasons for the persistence of these idealisms: Some consider them as ideologies (in the Marxist sense) masking self-interested economic practices. Others perceive them as instruments of modern nationalism; as these visions draw their readers into an imaginary identification with the nation state, they perform 'cultural work'. Still others view these idealistic visions as the out-

growth of a deep human need. In this semester we will discuss visions of the Colonial Period and the Founding Era. We will study texts by Christopher Columbus, John Smith, William Bradford, John Winthrop (*A Model of Christian Charity*), Thomas Morton, Mary Rowlandson, J. Hector St. John de Crèvecoeur, Benjamin Franklin (*The Autobiography*), John Adams, Thomas Jefferson (*The Declaration of Independence*), James Madison (*Federalist* No. 10), Hannah Webster Foster (*The Coquette*), and Charles Brockden Brown (*Arthur Mervyn*).

Texts:

- Principal textbook: *The Norton Anthology of American Literature*, ed. by Nina Baym et al. (Volume A of the 6th edition or Volume 1 of earlier editions).
- Forster's *Coquette* is available in an Oxford-University-Press paperback edition.
- Brown's *Arthur Mervyn* is published in paperback by Kent State UP.

Course Requirements: HCA, Erasmus: 15-page paper, oral exam.

2. Einführungsveranstaltungen Sprachwissenschaft und Literaturwissenschaft (Tutorien)

2.1 Tutorium EV Sprachwissenschaft

Online-Formularanmeldung erforderlich

Vgl. Beschreibung der Vorlesung Sprachwissenschaft "Introduction to English Linguistics".

N.B.: TutorInnen, Termine und Räume standen bei Redaktionsschluß noch nicht fest. Bitte informieren Sie sich am Schwarzen Brett oder im Internet unter <http://www.as.uni-hd.de>.

2.2 Tutorium EV Literaturwissenschaft

Online-Formularanmeldung erforderlich

Die begleitenden Tutorien zur Vorlesung "Introduction to the Study of Literature" (Leistungsnachweis Einführungsveranstaltung Literaturwissenschaft für die Orientierungsprüfung) vermitteln die nötigen Arbeitstechniken und den Umgang mit Hilfsmitteln (Benutzung von Nachschlagewerken, Bibliographien, Bibliotheken u.a.). Sie sollen außerdem bei der Bewältigung der Anfangsphase des Studiums helfen.

N.B.: Termine, TutorInnen und Räume standen zu Redaktionsschluß noch nicht fest. Bitte informieren Sie sich am Schwarzen Brett oder im Internet unter <http://www.as.uni-hd.de>.

3. Proseminare

3.1 Proseminare I Sprachwissenschaft

Basic Grammatical Terms and Concepts I

Fr 09.15-10.45

2st

Dr. Isermann

AS 116

Technical terms for grammatical categories and concepts are not only an indispensable part of a linguist's equipment. They are also the tools that foreign language teachers need to be familiar with. The course is meant to consolidate, deepen, and extend the understanding of fundamental grammatical notions and categories such as the parts of speech, the grammatical functions, clause types, inflectional categories like voice, aspect, mood, and the like.

Registration: Students who wish to take the course should see me during my office hours or sign up via email (the absence of a response should be taken as successful registration). Please refrain from provisional registration!

Texts: A reader will be made available.

Course Requirements: A longer presentation plus a final test.

Modern Phonology

Mi 09.15-10.45

2st

Prof. Glauser

AS 116

This *Proseminar* will try to bridge the gap between 'traditional' taxonomic phonology and the more comprehensive approaches as first suggested by Chomsky/Halle in *The Sound Pattern of English* (1968) and since then with various modifications by a number of different 'schools'. We shall concentrate on those aspects of English that are controversial, e.g. treatment of diphthongs, affricates, /r/, vowel length, the residues of Great Vowel Shift, etc. However, papers will also be invited on matters like English stress, rhythm and intonation.

Texts: Recommended 'neutral' reading: Giegerich, Heinz. 1992. *English Phonology: An Introduction*.

Prerequisites: *Einführung in die englische Sprachwissenschaft* and *persönliche Anmeldung*.

Course Requirements: *Schein* against *Referat*, written paper and active participation in class.

Ernst Leisi und seine Schule

Mo 14.15-15.45

2st

Prof. Stein

AS 333

Ernst Leisi hat das heutige Englisch aus der Sicht eines deutschen Muttersprachlers beschrieben und charakterisiert. Er hat in der Semantik einen eigenen Beschreibungsansatz entwickelt und auf Teile des Wortschatzes im Englischen und Deutschen angewandt. Viele der unter seiner Leitung entstandenen Doktorarbeiten untersuchen lexikalische Felder, deren Studium gewinnbringend ist für zukünftige Englischlehrer.

Literatur: Als einführende Lektüre wird die neueste Auflage von Ernst Leisis Buch *Das heutige Englisch* empfohlen.

Zulassungsvoraussetzung: EV Sprachwissenschaft

Exploring English Syntax

Di 09.15-10.45

2st

Carolyn Biewer

AS 116

In this course we will explore syntactic features of the English language such as tense, aspect, modality, voice, word order, negation, causation etc. from all kinds of perspectives. There will be a synchronic as well as a diachronic approach. After an introduction to general aspects of English

syntax we will look at specific syntactic features of different regional varieties of English, for instance the different usage of the mandative subjunctive (*I demand that he go*) or the usage of *will* in American English, British English and New Zealand English or special ideas of concordance in Fiji English (*Flowers starts drooping*). We will then explore the syntax of ethnic varieties of English such as African American Vernacular English (*The mothers they been gon shopping there for years*) or Maori English (*An' den de old kuia went and walk to de house*) and occupy with topics as diverse as the syntax of teenage talk and the syntax of sports commentaries.

From a diachronic perspective we will look at the development of syntactic categories like present perfect or the progressive aspect from Old English to Present-day English with a special focus on the syntax used in Shakespeare's works in the Early Modern English period (Polonius seeing Hamlet with a book in his hands asks 'What do you read my lord?' and not 'What are you reading?').

Last but not least we will discuss syntactic features of English from a typological point of view. Which of the described features represent universals or universal tendencies, i.e. can be found in all or a majority of the languages of the world, although they are not genetically connected? Almost all languages in the world, e.g., have SVO, SOV or VSO as basic constituent order in declarative sentences with nominal subject and object.

This course is not a revision of 'Introduction to Linguistics' or 'Grammar I' but combines the area of syntax with areas such as sociolinguistics, language typology and the history of English.

Registration: To sign up, please put down your name on the list outside room 232.

Texts: Miller, Jim. 2002. *An Introduction to English Syntax*. Edinburgh: Edinburgh UP.

Course Requirements: Active participation, regular attendance, oral report, written assignment, final class test.

Universal Grammar I: History

Fr 13.00-14.30

2st

Dr. Schiffmann

AS 113

From my earlier "English Syntax" seminars in 2005 and 2006 based on textbooks introducing the latest developments in syntactic theory, I now go back to the beginnings. This seminar will be based on Noam Chomsky's slim volume *Syntactic Structures* that appeared in 1957 and created a revolution in Linguistics. It is accompanied by a volume called *Syntactic Structures Revisited* by Howard Lasnik, a Xerox of which will be in the *Handapparat* from June 7, 2006. For additional material, roam my website www.againstthecrimeofsilence.de, e.g., my extensive four-part biographical essay on Chomsky posted there, but also stuff from previous seminars that may be useful. Please do read the Chomsky book before the semester begins. I'm available for questions. A look at the Lasnik book in the *Handapparat* wouldn't be bad but is not required.

N.B.: This is also an EPG seminar.

Registration: Please apply early on, by e-mail to mikschiff@t-online.de. You are registered once I've sent you a response.

Texts:

- Chomsky, Noam. 2002. *Syntactic Structures*. Berlin: Mouton de Gruyter. (€ 14,95). Please get this edition since it has a new introduction by David Lightfoot.
- Lasnik, Howard. 2000. *Syntactic Structures Revisited*. Cambridg, MA: MIT Press. (*Handapparat*).

Course Requirements: Active participation, class paper, term paper.

Universal Grammar II: Present

Fr 14.45-16.15

2st

Dr. Schiffmann

AS 113

Based on the book *Linguistics: An Introduction* by Andrew Radford, Martin Atkinson et al. that treats sound, words, and sentences, this seminar will mainly look into the third topic, sentences. But we will also use parts of Vivian Cook's and Mark Newson's book *Chomsky's Universal Grammar* (2nd edition) to give us the theoretical and philosophical underpinnings of what (p.t.o.)

we are doing. The background is "Plato's Problem" as formulated by Noam Chomsky: How is it that each of us has so much sophisticated linguistics knowledge (if not knowledge of linguistics), given that no one ever bothered to systematically teaching us? We will deal with and discuss this background extensively. As far as syntax is concerned this seminar will give you solid knowledge about many of the most important concepts, and in a very advanced and modern form. If you know how to deal with this material, you will handle additional material you need for your exam easily. Participants are expected to read the first chapter of *Universal Grammar* and chapter 17 to 19 of *Linguistics* thoroughly. The relevant parts of the books will be available as Xeroxes in the *Handapparat* from July 14, 2006. Buying *Linguistics: An Introduction* is highly recommended, since this is a very good book all across the board. But it's not strictly necessary for this seminar. For additional material, look up my website www.againstthecrimeofsilence.de, e.g., my extensive four-part biographical essay on Noam Chomsky, but also related stuff.

N.B.: This is also an *EPG* seminar.

Registration: Please apply early on, by e-mail to mikschiff@t-online.de. You are registered once I've sent you a response.

Texts:

- Radford, Andrew, et al. 1999. *Linguistics: An Introduction*. Cambridge: Cambridge UP, (€ 26,50), but also see *Handapparat*.
- Cook, Vivian and Mark Newson. 1999. *Chomsky's Universal Grammar: An Introduction*. Oxford: Blackwell. *Handapparat*.

Course Requirements: Active participation, class paper, term paper.

Language and Gender

Di 16.15-17.45

2st

Sandra Mollin

AS 116

Are women chatterboxes while men only talk when they absolutely need to? Do women master colour terms better while men generally have a larger vocabulary? And do women conform more to the standard language while men prefer the non-standard?

These are well-known stereotypes that have been reiterated over decades or even centuries. In our seminar, we will consider the empirical linguistic evidence on such issues. The questions to be answered will be the following: Do men and women talk differently? If so, in which ways? And: How come? For a theoretical foundation we will discuss gender theories in general ranging from difference over dominance to performance frameworks. Related interesting topics covered will be talk in same-sex groups, talk among couples, homosexual talk as well as workplace and classroom communication between the genders.

Registration: Sign up on the list outside office 321.

Texts: Coates, Jennifer. 2004. *Women, Men and Language*. 3rd ed. Harlow: Longman.

Course Requirements: Active participation in class, an oral presentation, a number of small assignments, and a term paper.

Irish English

Mi 09.15-10.45

2st

Anne Hoyer

AS 114

Irish English is a general term used to denote the varieties of English to be found in Ireland. The language form has been a focus of academic research since the 1950s. The seminar will deal with the main characteristics of Irish English as well as with its status as a means of expressing identity in the North and South of Ireland. Furthermore, the course will also look at aspects of language policy.

Texts: Hickey, Raymond. 2002. *A Source Book for Irish English*. Amsterdam, Philadelphia: John Benjamins.

Course Requirements: Oral presentation and term paper.

3.2 Proseminare II Sprachwissenschaft

The History of English

Di 11.15-12.45

2st

Anne Buschkühl

AS 110

In this course we will not limit ourselves to a particular historical period of English, but rather follow the development of the language from its Indo-European origins through Old English and Middle English to Early Modern English. We will study linguistic aspects such as phonology, grammar and the lexicon of the periods as well as the historical and socio-cultural background relevant to the linguistic changes, all of which will give us a deeper understanding of the shape of English today.

Registration: To register please send an e-mail to anne.buschkuehl@web.de.

Texts:

- Barber, Charles. 2000. *The English Language: A Historical Introduction*. Cambridge: Cambridge UP.
- Baugh, Albert C. and Thomas Cable. 2002. *A History of the English Language*. 5th ed. London: Routledge.
- Fennell, Barbara A. 2001. *A History of English: A Sociolinguistic Approach*. Oxford: Blackwell.

Course Requirements: Extensive reading, active participation in class, a short oral presentation and a final exam.

Einführung ins Altenglische

Do 11.15-12.45

2st

Dr. Hänßgen

AS 116

Das Proseminar hat das Altenglische des 9.-11. Jahrhunderts zum Gegenstand, eine altgermanische Sprache, die sich grundlegend vom heutigen Englisch unterscheidet und innerhalb eines Semesters nur mit großem Interesse und Fleiß zu erlernen ist. Neben der Übersetzung einfacher altenglischer Texte sollen ausgewählte Probleme der Sprachgeschichte an Hand des Altenglischen exemplarisch behandelt werden. Der Stoff soll von den Teilnehmenden zunächst häuslich erarbeitet und dann in den Seminarsitzungen erörtert und vertieft werden.

Literatur:

- Unser Kursbuch: Weimann, Klaus. 1995. *Einführung ins Altenglische*. Uni-Taschenbücher, 1210. 3. Aufl. Heidelberg/Wiesbaden: Quelle & Meyer.
- Hogg, Richard. 2002. *An Introduction to Old English*. Oxford: Oxford UP.
- Obst, Wolfgang und Florian Schlegel. 2004. *Lehrbuch des Altenglischen*. Heidelberg: Winter.

Zur Vorbereitung empfohlen:

- Baugh, Albert C. and Thomas Cable. 2002. *A History of the English Language*. 5th ed. London: Routledge. 18-107.

Anforderungen: Mitarbeit, Übersetzungshausaufgabe, Abschlussklausur.

Einführung ins Frühneuenglische

Mi 11.15-12.45

2st

Dr. Isermann

AS 110

Das Proseminar soll einmal die Fähigkeit vermitteln, fne. Texte (1450-1700) sprachwissenschaftlich zu analysieren (synchron und diachron); zum anderen sollen die Studierenden durch eine exemplarische Behandlung des Fne. auf allen Ebenen der Sprachbeschreibung mit sprachhistorischen Fragestellungen, Methoden und Termini vertraut gemacht werden. Als Arbeitsmaterial dient u. a. ein Reader mit fne. Texten und Darstellungen der zu behandelnden Themen.

Anmeldung über email (keine Rückmeldung gilt als positive Rückmeldung) oder in meinen Sprechstunden. Bitte keine provisorischen Anmeldungen! (p.t.o.)

Literatur:

- Zur vorbereitenden Lektüre wird empfohlen: Baugh, Albert C. and Thomas Cable. *A History of the English Language*. 4th ed. London: Routledge, 1993. 187-289.
- Barber, Charles. 1997. *Early Modern English*. Edinburgh.
- Nevalainen, Terttu. 2006. *An Introduction to Early Modern English*. Edinburgh.
- Skript Frühneuenglisch (Weimann)

Anforderungen: Kurzreferat und Klausur.

Einführung ins Mittelenglische

Mi 16.15-17.45

2st

Priv.-Doz. Dr. Insley

AS 116

Das Proseminar hat das Spätmittelenglische der Zeit um 1400 zum Gegenstand. Gleichzeitig wird ein geschichtlicher Überblick über die Entwicklung des Englischen zwischen 110 und 1400 gegeben, wobei die wichtigsten Entwicklungen in den Bereichen Phonologie, Morphologie, Wortschatz und Syntax behandelt werden. Regionale Varietäten werden anhand von Textbeispielen exemplarisch dargestellt. Die soziologischen und historischen Faktoren, die die Entwicklung des Mittelenglischen beeinflussten werden gebührend berücksichtigt. Als Textgrundlage dient der Prolog zu Chaucers *Canterbury Tales*, der ins Deutsche übersetzt und sprachlich analysiert wird.

Anmeldung per email: ni0@ix.urz.uni-heidelberg.de

Literatur:

- Textausgabe: Sauer, Walter. 1998. *Die Aussprache des Chaucer-Englischen: Ein Übungsbuch auf der Grundlage des Prologs der Canterbury Tales*. Heidelberg: Winter.
- Zur vorbereitenden Lektüre wird empfohlen: Baugh, Albert C. and Thomas Cable. 2002. *A History of the English Language*. 5th ed. London: Routledge.

Anforderungen: Ein benoteter Schein wird auf der Grundlage der Mitarbeit und einer Abschlussklausur vergeben.

Middle English

Mi 14.00-15.30

2st

Dr. Islinger

AS 122

This seminar will focus on the English language as it was used in the late Middle Ages. We will therefore study Middle English phonology, morpho-syntax and lexicon and explain its major differences from present-day English. In the course of these studies we will have a closer look at the factors of linguistic change and try to trace their sociohistorical background. Although a selection of texts will be read, there will be a focus on the most famous piece of medieval English literature: Chaucer's *Canterbury Tales*.

Literatur: Sauer, Walter. 1998. *Die Aussprache des Chaucer-Englischen: Ein Übungsbuch auf der Grundlage des Prologs der Canterbury Tales*. Heidelberg: Winter.

Early Modern English

Mo 11.15-12.45

2st

Sandra Mollin

AS 112

This seminar will focus on English as it was used in the period between 1450 and 1700, but we will also be taking a look at the time before and after in order to see a larger picture of language change. We will study the linguistic structure of Early Modern English (phonology, morphology, syntax, and lexicon) as well as the sociolinguistic circumstances in this exciting period in the history of English. Finally, we will work intensively on selected texts, conducting linguistic analyses as well as translating.

Registration: Sign up on the list outside office 321.

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

Course Requirements: Active participation, a short oral presentation, a number of assignments plus final exam.

3.3 Proseminare I Literaturwissenschaft

Shakespeares *Much Ado About Nothing*, *Hamlet* und *Richard III*: Eine kulturwissenschaftliche Betrachtung

Mi 11.15-12.45

2st

Irina Bauder-Begerow

AS 114

In diesem Proseminar wollen wir untersuchen, wie die elisabethanischen Weltbilder und der gesellschaftliche und kulturelle Wandel in den einzelnen Dramen Shakespeares verarbeitet werden. Eine zentrale Frage wird sein, wie die Tudorherrschaft und die Legitimationsstrategien dieser Dynastie Shakespeares Schaffen geprägt haben. Zudem werden wir sein Werk in das zeitgenössische Gattungssystem einordnen. Auch die äußeren Bedingungen des öffentlichen Theaterbetriebs im 16. Jahrhundert – wie die Bühnenausstattung, die soziale Stellung von Schauspielern und Publikum – sollen beleuchtet werden. Über die Betrachtung der Rezeptionsgeschichte wird das Verständnis für die Form der Shakespearschen Dramen vertieft. Im Vordergrund der Veranstaltung soll eine kulturwissenschaftliche Herangehensweise stehen. Zugleich wird der Umgang mit literaturwissenschaftlichen Begriffen und Methoden der Dramenanalyse geübt und vertieft werden.

Literatur: Shakespeare, William. *Much Ado About Nothing*, *Hamlet*, *Richard III* – jeweils in der neuesten Oxford World's Classics-Ausgabe.

Anforderungen: Für einen Teilnahmechein ist neben aktiver Mitarbeit die Übernahme eines Referats erforderlich; für einen Seminarschein darüber hinaus die Anfertigung einer schriftlichen Hausarbeit im Umfang von 15 Seiten.

Hamlet in Russia

Mi 16.15-17.45

2st

Bettina Kaibach

AS 113

"Together with Hamlet we weep, and it is over ourselves that we weep", wrote Nikolay Polevoy, who translated Shakespeare's most famous play into Russian. For the Russian intellectuals of the 19th century, the Danish prince became a symbol of their own political impotence. They perceived him as the prototype of the Russian "superfluous man", who suffered from a meaningless existence and an inability to act. This tradition continued well into the 20th century, when an oppressive political system discarded many of the most talented Russian writers as superfluous. The first part of this course is designed to make students familiar with the historical and theatrical context of *Hamlet*. It will also offer an opportunity to practice literary criticism. We will examine various critical approaches to Hamlet and discuss their strong points and shortcomings. In the second part, we will deal with the phenomenon of "Russian hamletism". We will read texts by Turgenev ("Hamlet and Don Quixote", "The Diary of a Superfluous Man"), Chekhov (*The Seagull*), Aleksandr Ostrovsky (*The Forest*), and Nabokov (*Bend Sinister*).[

Registration: Please register by e mail (bettina.kaibach@slav.uni heidelberg.de).

Texts:

- Shakespeare, William. *Hamlet*. Ed. Harold Jenkins. Arden edition. London: Thomson Learning, 2005.
- Please buy Guerine, Wilfred L. et al., eds. *A Handbook of Critical Approaches to Literature*. 5th ed. New York/Oxford: Oxford UP, 2005.

Course Requirements: Students are required to read *Hamlet* before the beginning of class. Regular attendance, active participation, oral presentation and term paper.

Love Poetry

Mo 11.15-12.45

2st

Andrea Lutz

AS 115

The most popular form of poetry which we encounter on a daily basis is love poetry – mainly as lyrics of songs. In this course we may have a look at this form of contemporary love poetry (see below under "Course Requirements") but focus more strongly on historical forms of English love poetry: courtly love (and Petrarchism), Metaphysical love poetry, Victorian as well as 20th/21st-century love poetry. Themes which we will encounter are: unrequited love, love fulfilled, love in marriage, sexuality and eroticism, obsessions and "aberrations", as Stallworthy has it, as well as the everyday of love.

When it comes to the technicalities of analysis, you will have the opportunity in this course to discuss questions such as: How exactly does a poem work? Which effects does poetry achieve by which means? This, of course, means looking at meter, rhythm and rhyme, at phonological and semantic characteristics of poetry (such as metaphor, metonymy, similes and other less well-known terms), at poetic genres and at the overall communicative situation. We will also include historical and cultural contexts into our analyses and interpretations.

Registration: In my office hours or via email (Andrea.Lutz@urz.uni-heidelberg.de).

N.B.: Students are expected to bring 3 of their favourite love poems (or lyrics of love songs) to the first meeting.

Texts: A reader containing a selection of poetry will be made available at the beginning of term. As preparatory reading I suggest you read extensively in:

- Stallworthy, Jon, ed. *The New Penguin Book of Love Poetry*. Harmondsworth: Penguin, 2003.
- Ferguson, Margaret, et al., eds. *The Norton Anthology of Poetry*. New York: Norton, 1996.

Course Requirements: Active participation, preparation of weekly assignments (1-2 to be submitted), short oral presentation, term paper of 10-12 pages.

Short Fiction Across Three Centuries: An Introduction

Di 14.15-15.45

2st

Caroline Lusin

AS 113

In this course, we shall discuss a selection of short fiction ranging from the nineteenth to the twenty-first century. The aim of the course is threefold: First of all, it shall serve as a sequel to the "Introduction to the Study of Literature" as far as the formal analysis of narrative fiction is concerned. Therefore, we will not read as many different stories as possible, but rather take a closer look at a few selected ones. More specifically, the course shall highlight the different forms short fiction can take and introduce a number of major British and American writers associated with this genre. Last but not least, we shall also recall the characteristics of several important literary epochs.

Registration: Please register per e-mail: Caroline.Lusin@urz.uni-heidelberg.de.

Texts: A reader with the stories we shall read will be available in the *Handapparat* from 15 September 2006.

Course Requirements: Regular attendance, active participation, one short oral presentation, two short written assignments and a term paper (8-10 pages).

Einführung in die erzählerische Prosa: H. G. Wells

Mo 14.15-15.45

2st

Jochen Mevius

AS 115

Herbert George Wells ist einer der produktivsten und meistgelesenen Schriftsteller des 19. und 20. Jahrhunderts. Die Wirksamkeit der Motive, die Wells in seinen utopischen Romanen nutzte, wird durch ihre ständige Präsenz in der Populärkultur bestätigt: In Filmen, Fernsehserien und literarischen Nachahmungen tauchen Wells' Monster und Invasoren immer wieder auf. Dieses Seminar wird über die Behandlung der utopischen Romane Wells' an die Prosaanalyse heranfüh-

ren. Dabei sollen die grundlegenden literaturwissenschaftlichen Kategorien nicht nur zur Romananalyse genutzt, sondern auch beleuchtet werden, inwiefern die Utopie der sozialen Kritik dient. Schließlich soll eine Einordnung der Texte in den gesellschaftlichen Kontext des späten Viktorianismus stattfinden.

Literatur: Bis zu Semesterbeginn sollten Sie folgende Romane gelesen haben:

- *The Time Machine* (1895)
- *The Island of Doctor Moreau* (1896)
- *The War of the Worlds* (1898)

Anforderungen: Um einen Schein zu erwerben, ist neben regelmäßiger aktiver Teilnahme eine kurze Präsentation sowie das Verfassen einer Hausarbeit (ca. 10 Seiten) nötig.

Introduction to Prose Analysis:

T.C. Boyle, *The Tortilla Curtain* (1995) and Selected Short Fiction

Migration

Di 11.15-12.45

2st

Dr. Hänßgen

AS 115

In an autobiographical essay, T. Coraghessan Boyle (*1948) confesses he is as addicted to the "rush of accomplishment" of writing now as he once was to heroin. Writing is his daily morning habit that counterbalances his work in the English Department at the University of Southern California. On the publication of *The Tortilla Curtain*, he was praised as "America's most imaginative contemporary novelist" (Maura Stephens) and awarded the 1997 Prix Médicis Étranger.

In *The Tortilla Curtain*, a message novel and social black comedy, T.C. Boyle contrasts the plight of two illegal Mexican immigrants camping in the Topanga Canyon near Los Angeles, Cándido and América Rincón, with the empty hypocrisy of luxurious yuppie life, represented by Delaney and Kyra Mossbacher in the neighbouring suburban Arroyo Blanco Estates. Although the immigrants have managed to cross the "tortilla curtain", the Mexican-American border, into their Promised Land, there are still walls that bar them from attaining the American Dream – one surrounding Arroyo Blanco Estates, the other in the heads of the rich Americans. The lives of the haves and the have-nots, the Mossbachers and the Rincóns, clash and are intertwined by fate, a process that slowly turns liberal Delaney into a racist and madman.

Our course will discuss narrative elements, style, social issues and historical contexts in T.C. Boyle's fiction. Apart from the novel *The Tortilla Curtain*, we will work with a selection of short stories (a reader will be available in our department library early in October).

Registration: In my office hours or via email (eva.haenssngen@urz.uni-hd.de).

Texts:

- Please purchase and read the book in this edition: Boyle, T. Coraghessan. *The Tortilla Curtain*. New York: Penguin Books, 1995.
- Please also work through the selection of short stories in the reader.

Course Requirements: Active participation, presentation (10-15 mins), term paper (10-12 p.). Students must have read the texts before the term starts.

Introduction to the Analysis of Drama: G.B. Shaw

Do 09.15-10.45

2st

Dr. Hertel

AS 113

This course is intended as an advanced introduction to the analysis of drama as well as to the art of George Bernard Shaw, the Irish-born author who became a prolific 'English' or 'Anglo-Irish' playwright at the beginning of the last century.

In the course of the semester we will be looking, among other things, at Shaw the person, Shaw the innovative playwright and admirer of Ibsen, Shaw the Fabian and freethinker, who left a remarkable trace in the landscape of the English theatre of the 20th century. (p.t.o.)

The plays chosen for a close reading are: *Mrs. Warren's Profession* (1902), *Major Barbara* (1905) and the well-known play *Pygmalion* (1913), which was adapted as a musical decades later.

Registration: Please register personally or by email (Kirsten.Hertel@urz.uni-heidelberg.de).

Literatur: All texts should have been read by the beginning of the winter term in the following editions:

- *Mrs. Warren's Profession* in: G.B. Shaw. *Plays Unpleasant* (Penguin Classics, 2000)
- *Major Barbara* (Penguin Classics, 2000)
- *Pygmalion* (Penguin Classics, 2003).

Course Requirements: Regular attendance, active participation, oral presentation and a written term paper

English/British Short Stories

Do 16.15-17.45

2st

Dr. Ruge

AS 110

You may think the short story is something you left behind when you left school. You may also think of it as a genuinely American genre. Moreover, you may regard it as something of minor importance, a by-product of the novelist's creative process. According to Malcolm Bradbury, however, "some of the best work(s), produced by the strongest of our recent British writers" are short stories. We shall examine several of those highly praised works to find out how British writers have made use of the possibilities of the short story. We shall use the two classical *Penguin Books of English/British Stories*, published in 1967 and 1987. The fact that no new Penguin Book of English/British short stories has been announced for 2007 may suggest that the notion of "English/British stories" has become problematic. Therefore, it promises to be rewarding to look into the existing Penguin collections with special regard to notions of "Englishness", and "Britishness", respectively. You are expected to have read *all* the stories in the two collections by the beginning of term

N.B.: There will be a quiz at the first meeting! That means that students who fail to attend the first meeting will not be accepted.

Registration before the start of term via e-mail: enno.ruge@freenet.de.

Texts:

- *The Penguin Book of English Short Stories*. Ed. C. Dolley. Harmondsworth: Penguin, 1967; freq. repr.
- *The Penguin Book of Modern British Short Stories*. Ed. M. Bradbury. Harmondsworth: Penguin, 1987.

Course Requirements: Oral presentation, term paper.

3.4 Proseminare II Literaturwissenschaft

Colonialist Shakespeare:

The Merchant of Venice, Othello, The Tempest

Di 09.15-10.45

2st

Dr. Grundmann

AS 115

Social outsiders gain centre stage in many of Shakespeare's plays, thereby challenging the audience's attitude towards alien cultures. The despised, money-obsessed Jew as well as the overly passionate 'Moor' feature as titular heroes in *Othello* and *The Merchant of Venice*; the grotesque, animal-like Native is given an almost more prominent role than the noble magician in *The Tempest*. Apart from a close reading of the plays we will be concerned with their historical setting and background (colonialist expansion, Jews and Blacks in Elizabethan England and Europe) and with the question whether Shakespeare strengthens or undercuts the racial stereotypes and (anti-semitic) prejudices of his time. We will also ask how evil Shylock, jealous Othello and mischievous Caliban were staged in the twentieth century's theatre and film.

Registration: Please register via e-mail with heike.grundmann@urz.uni-heidelberg.de or in the first session.

Texts: Please obtain the Oxford editions of

- *The Merchant of Venice* (ed. by J. Halio, 1993),
- *The Tempest* (ed. by Stephen Orgel, 1998) and
- *Othello* (ed. by Michael Neill, 2006).

Further Reading:

- Fiedler, Leslie. *The Stranger in Shakespeare*. New York: Stein and Day, 1972.
- Shapiro, James S. *Shakespeare and the Jews*. New York: Columbia UP, 1996.

Course Requirements: Referat, Hausarbeit

Poe and Company:

The Fantastic Tradition in 19th-Century American Fiction

Do 16.15-17.45

2st

Dr. Hauser

AS 122

In this course we are going to look at fantastic short stories by Poe, Hawthorne and Melville among others, as well as some minor literary figures. Besides a close reading and interpretation of the texts we will also be looking into the theory of fantastic literature, namely the theories of Tzvetan Todorov and Roger Caillois.

Texts: A syllabus with primary texts will be supplied at the beginning of the term. Those interested in the theory of the genre of the fantastic may wish to read:

- Todorov, Tzvetan. *Introduction à la littérature fantastique*. Paris, 1970 (engl.: *The Fantastic*) and
- Caillois, Roger. "De la féerie à la science-fiction". 1958. (dt.: in Zondergeld, ed. *Phaicon* 1. Frankfurt/M.: Insel, 1974).

Course Requirements: To be announced in class.

Literature and Film: On the Theory and Practice of Adaptation

Di 14.30-16.00

2st

Dr. Hertel

AS 110

How often have you been to the cinema and, after watching an adaptation of a well-known literary text, have bemoaned the fact that the film was 'not good', not very close to the original, not near to what you had imagined it might or should be like? Here we are already at the centre of a discussion concerning the question: what makes a good adaptation and how important is it for film as an independent genre and art form to be 'close' to any given source text?

In the course of the semester we will be dealing with all of these and further questions concerning the art of text to screen adaptation. After an initial excursion into the world of film studies, film semiotics and the 'basic tools' for film analysis, we will work on a close reading of each text before venturing on an analysis of each respective film version.

From a very large variety of adaptations, three have been chosen as the centre of attention: William Shakespeare's *A Midsummer Night's Dream* (dir. by Michael Hoffman, 1999); Mary Shelley's *Frankenstein* (dir. by Kenneth Branagh, 1994) and J. Austen's *Mansfield Park* in two different adaptations: the first dir. by Patricia Rozema, starring Hannah Taylor-Gordon and Amelia Warner (1999), the second is the BBC-version starring Bernard Hepton and Anna Massey (1983).

Registration: Please register personally or by email (Kirsten.Hertel@urz.uni-heidelberg.de).

Texts: Participants are asked to have read the three texts by the beginning of term, preferably in the following editions:

- Shakespeare, William. *A Midsummer Night's Dream*. Oxford World Classics. Oxford: Oxford UP, 1998.
- Shelley, Mary. *Frankenstein*. Penguin Classics. Harmondsworth: Penguin, 2003.
- Jane Austen, *Mansfield Park*. Oxford World Classics. Oxford: Oxford UP, 2003.

And for those who would like to prepare in advance for the aspects of film analysis and adaptation, three books can be recommended: (p.t.o.)

- Monaco, James. *How to Read a Film*. 3rd ed. New York et al.: Oxford UP, 2000.
- Korte, Helmut. *Einführung in die systematische Filmanalyse*. Berlin: Erich Schmidt, 2004. (or older editions)
- Cartmell, Deborah and Imelda Whelehan, eds. *Adaptations: From Text to Screen, Screen to Text*. London: Routledge, 1999.

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

George Bernhard Shaw: Frühe Dramen

Do 16.15-17.45

2st

Bernd Hirsch

AS 333

Mit mehr als fünfzig Dramen zählt George Bernard Shaw zu den produktivsten Autoren der britischen Theatergeschichte. Anlässlich seines in diesem Jahr begangenen 150. Geburtstags sollen anhand ausgewählter Stücke, nämlich *Widowers' Houses* (1892), *Arms and the Man* (1894), *Mrs Warren's Profession* (1898) und *Captain Brassbound's Conversion* (1900), die Charakteristika des Shawschen Frühwerks und vor allem dessen Beitrag zur formalen wie auch zur thematischen Erneuerung des englischen Dramas an der Schwelle vom Viktorianismus zur Moderne diskutiert werden.

Literatur: Penguin-Classics-Versionen der o.g. Primärwerke – entweder als Einzelausgabe oder im Rahmen der ebenfalls bei Penguin erschienenen Shaw-Anthologien *Plays Unpleasant*, *Plays Pleasant* und *Three Plays for Puritans*. Weiterführend: Innes, Christopher, ed. *The Cambridge Companion to George Bernard Shaw*. Cambridge et al.: Cambridge UP, 2006.

Anforderungen: Regelmäßige Teilnahme, Referat und schriftliche Hausarbeit.

Discourses of Identity in Chicano/a Crime Fiction

Fr 11.15-12.45

2st

Dr. Fischer-Hornung

Migration

AS 116

"We Chicanos are like the abandoned children of divorced cultures. We are forever longing to be loved by an absent neglectful parent – Mexico – and also to be truly accepted by the other parent – the United States. We want bicultural harmony. We need it to survive. We struggle to achieve it. That struggle keeps us alive." Lucha Corpi, *Black Widow's Wardrobe*

Beyond being one of the most popular forms of fiction, ethnic detective novels tell us much about the culture and concerns of the author and the ethnic group. Living in the liminal space between various cultures and nations, how do Chicana/os deal with the particular culture of origin, Mexico, and the country of migration, the United States? How are subjects like family, community and individualism, gender, identity, spirituality, nation, nationalism, and post-nationalism negotiated? How are individual crimes embedded in the larger questions of national and post-national system of ethics? To explore sameness and difference as well as the (de)construction of ethnic identity, we will read several novels by Lucha Corpi and Michael Nava.

Texts: Students are asked to buy the editions of the novels listed below.

- Corpi, Lucha. *Eulogy for a Brown Angel* [1993] (Arte Publico Press, 2002) ISBN: 1558853561.
- Corpi, Lucha. *Cactus Blood* (Arte Publico Press, 1995) ISBN 1558851348.
- Corpi, Lucha. *Black widow's Wardrobe* (Arte Publico Press, 1999) ISBN: 1558852883.
- Corpi, Lucha. *Crimson Moon* (Arte Publico Press, 2004) ISBN: 1558854215
- Nava, Michael. *The Little Death* [1986] (Alyson Books, 2003) ISBN: 1555838308.
- Nava, Michael. *The Burning Plain* [1997] (Alyson Books, 2004) ISBN: 1555838138.
- Nava, Michael. *Rag and Bone* (Putnam, 2001) ISBN: 039914708X.

Course Requirements: Active participation and a 10-page term paper in English.

Witch-hunts – From Puritanism to McCarthyism: Nathaniel Hawthorne's *The Scarlet Letter* (1850) and Arthur Miller's *The Crucible* (1952)

Do 09.15-10.45

2st

Dr. Fischer-Hornung

AS 116

Almost precisely one century separate Nathaniel Hawthorne's *The Scarlet Letter* and Arthur Miller's *The Crucible*. Both the novel and the play deal with the personal issues of honesty, pride, revenge, fear, self-interest and the public issues of Puritan ethics and conflicts of authority in the context of (early) American society. How do both authors write about the Puritan witch-hunts and the treatment of those who do not conform to the contemporary sources of power? How do both texts deal with the questions of authority and disobedience, as well as individual, state and religious power? In addition, we will address the question how the change from prose to drama and to contemporary films again create a new "text."

Literatur: Students are asked to buy the following editions:

- Hawthorne, Nathaniel. *The Scarlet Letter*. Penguin Classics. Harmondsworth: Penguin, 2003.
- Miller, Arthur. *The Crucible*. Penguin Classics. Harmondsworth: Penguin, 2003.

Course Requirements: Active participation and a 10-page term paper in English.

The Chicano/a Novel

Migration

Di 16.15-17.45

2st

Philip Bracher

AS 333

Migration to the United States in the 20th century has been fuelled by a growing number of Mexicans who continue to cross the 2000-mile-long border despite dangers and hardships. As a result, Mexican-Americans now constitute one of the largest ethnic minorities in the U.S. However, their history in the American Southwest does not begin with this migratory movement, but reaches back to pre-Hispanic cultures. During the time of the 1960s counterculture, Mexican-Americans first began to seek political empowerment and to assert their cultural roots. The term "Chicano" originated during this time and continues to influence recent discussions on migration and identity.

The course will examine the unfolding of a Chicano/a consciousness in the latter half of the twentieth century. We will trace this development from the beginnings in Pre-Columbian times through the Mexican-American War (1846-48) and the Chicano Movement of the 1960s and 70s to today's representations. We will read three Chicano/a texts: *Pocho* (1959), one of the earliest novels of Mexican migration, *Autobiography of a Brown Buffalo* (1972), a vastly entertaining testimonial of the Chicano Renaissance, and *So Far From God* (1993), Ana Castillo's acclaimed novel about contemporary Chicana life on the edge of American culture.

Literatur: Please purchase and read the following editions:

- Oscar Zeta Acosta. *Autobiography of a Brown Buffalo*. New York: Vintage, 1989.
- Ana Castillo. *So Far From God*. New York: Norton, 2005.
- José Antonio Villarreal. *Pocho*. New York: Anchor Books, 1989.

Course Requirements: Regular attendance, active (!) class participation, book summaries, and a 12-15 page term paper in English.

Canadian Transcultural Literature

Migration

Mo 16.15-17.45

2st

Andrea Lutz

AS 115

The fact that "transculturalism" features very prominently in the title of this course does not, as you might expect, mean that we will have extensive and confusing theory discussions of various "isms" which haunt literary and cultural studies today. Rather I would like to apply the term "transculturalism" pragmatically – and as an alternative to "postcolonialism" or "multiculturalism" – to denote various phenomena and experiences in our globalized world: culture contact, migration, the negotiation of identities and the question of power relations in multi-ethnic and multicultural contexts. Canadian literature seems to lend itself almost ideally to a discussion of these issues since Canada is a country in which transcultural phenomena have a long tradition and have been accounted for by official policy in 1988 with the passing of the Multiculturalism Act. Almost inevitably much of its literature produced over the past decades involves culture contact, migration, etc.; formerly marginalized hyphenated Canadian literatures (Chinese-Canadian, South Asian-Canadian, and many more) have arrived – although not unproblematically – in the mainstream of Canadian culture. The texts listed below as core reading for the course are only a sample of the almost daunting variety of Canadian transcultural literature. Therefore, although we will, for in-depth class discussions, focus on these texts, students are asked to write a two-page review of other pieces of Canadian literature (drama, fiction, collections of poetry) for their colleagues. In this way, we can hopefully create a more differentiated "Canadian mosaic" than we could when looking at a more limited number of texts.

Registration: In my office hours or via email (Andrea.Lutz@urz.uni-heidelberg.de).

Texts: Please purchase and read the following texts before term starts:

- Kogawa, Joy. *Obasan*. 1981. New York: Anchor Books, 2003. (ISBN: 0385468865) (Fiction)
- Ondaatje, Michael. *In the Skin of a Lion*. 1987. Basingstoke: Macmillan, 2003. (ISBN: 0330301837) (Fiction)

Please also read the poems and the following texts (master copies are available in the seminar folder in the *Handapparat* from 15 August 2006 on – as is the list of texts recommended for the book reviews):

- Chan, Marty. "Mom, Dad, I'm Living With a White Girl." *Ethnicities*. Ed. Anne Nothof. Edmonton: NeWest, 1999. 93-167. (Drama)
- Bissoondath, Neil. "On the Eve of Uncertain Tomorrows." *Making A Difference: Canadian Multicultural Literature*. Ed. Smaro Kamboureli. Oxford: Oxford UP, 1996. 428-440. (short fiction).

Course Requirements: Regular attendance, preparation of assignments, active (!) class participation, book review (2 pages), participation in a group presentation, term paper in English (12-15 pages).

Disco Bloodbath

Mi 16.15-17.45

2st

Andrea Lutz

AS 116

Disco Bloodbath was the original title of James St James' poignant autobiographical account of the deterioration of the New York "Club Kids" in the 1990s. It is a surprisingly well-crafted literary sample of the biography of the fameless, it helps the reader get a feeling for what Club Kids are, and it explains why National Public Radio called them "Warhol's grandchildren". A documentary on the murder that ended Club Kid fun in 1996, and the movie adaptation starring Macaulay Culkin, will complete the picture of the Club Kids' aesthetics in relation to the

American mainstream. If available, the Club Kids' "concept dance album" (that uses the murderer's prison door as percussion instrument) will also be part of the discussion. Paul Auster's son Daniel allegedly witnessed the murder, a seemingly irrelevant fact that would have remained tabloid gossip, had not Auster and his wife, Siri Hustvedt, both written thinly veiled parables of the Club Kid son into their novels *What I Loved* (2003) and *Oracle Night* (2003). The seeping of private matter into fiction will be contrasted to the classic autobiography.

The class is "blended": it has an e-learning component. Participation in a forum is mandatory, and we will build a wiki. E-skills are not a prerequisite, however, and everything will be explained. The three novels must be read before the semester begins.

Registration: Please register in person or by email.

Texts:

- James St James. *Party Monster*. New York: Simon & Schuster Paperbacks, 2003. (Previously published as *Disco Bloodbath*).
- Paul Auster. *Oracle Night*. New York: Henry Holt, 2003.
- Siri Hustvedt. *What I Loved*. New York: Henry Holt, 2003.

Course Requirements: Active participation, presentation, term paper.

4. Hauptseminare

4.1 Hauptseminare Sprachwissenschaft

Geschichte des Altenglischen

Do 11.15-12.45

2st

Priv.-Doz. Dr. Insley

AS 115

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

Anmeldung per email: ni0@ix.urz.uni-heidelberg.de

Literatur: Hogg, R., ed. 1992. *The Cambridge History of the English Language*. Vol. 1: *The Beginnings to 1066*. Cambridge: Cambridge UP. 1-25, 67-167, 290-408.

Anforderungen: Ein benoteter Schein wird auf der Grundlage der Mitarbeit im Kurs, eines Referats und einer schriftlichen Hausarbeit vergeben.

Frühneuenglisch für Examenskandidaten

Fr 11.15-12.45

2st

Dr. Isermann

AS 108

Die Veranstaltung wendet sich an Examenskandidaten, die sich auf eine Prüfung in historischer Sprachwissenschaft (vorzugsweise Frühneuenglisch) vorbereiten. Die Veranstaltung verfolgt vor allem zwei inhaltliche Ziele: zum einen sollen verschiedene Beschreibungsebenen des Fne., vor allem die Grammatik, weiterführend behandelt werden. Zum anderen soll die historische Periode des Fne. in den größeren historischen Zusammenhang der Geschichte des englischen eingebettet werden. Außerdem werden regelmäßig fne. Texte gelesen und vor ihrem sprachhistorischen Kontext interpretiert. Intensive, mehrstündige Vorbereitung und regelmäßige Teilnahme werden erwartet.

Anmeldung: Eine geringe Anzahl von Plätzen in diesem Kurs wird für Studierende reserviert, die einen Hauptseminarschein in einer sprachhistorischen Veranstaltung erwerben wollen. In diesem Fall bitte ich um persönliche Anmeldung in einer meiner Sprechstunden. Ansonsten reicht Email.

Literatur: Eine Textsammlung wird als Matrixkopie zur Verfügung gestellt.

Teilnahmevoraussetzungen: PS II Frühneuenglisch.

English Dictionaries for the Foreign Learner

Mi 09.15-10.45

2st

Prof. Stein

AS 108

For anyone studying a foreign language professionally, dictionaries are the indispensable 'trade tools'. Students and teachers should therefore be able to assess the quality of the many dictionaries on the market in order to use and recommend the best tools. For foreign learners of English a special type of dictionary has been developed: the monolingual English learner's dictionary. We now have five competing works and publishers (Oxford University Press, Longman, Cambridge University Press, Collins Cobuild and MacMillan). The seminar will explore and compare these works and focus on such aspects as the quality of the definitions, the grammar codes, the examples showing actual language use, the pictorial illustrations, the defining vocabulary. (p.t.o.)

Texts:

- Battenburg, J. D. 1991. *English Monolingual Learner's Dictionaries*. Tübingen.
- Stein, G. 2002. *Better Words. Evaluating EFL Dictionaries*. Exeter

Prerequisites: *Zwischenprüfung, PS II Sprachwissenschaft*.

Functional Syntax

Mi 09.15-10.45

2st

Dr. Isermann

AS 115

On a very general level, approaches to syntax divide into formal theories, such as those in the generative paradigm, and functional ones, represented, for example, by Praguean work on Functional Sentence Perspective or by more recent work in the cognitivist paradigm. In the functional paradigm a language is seen as an instrument of social interaction, dependent on what people do and achieve while establishing social relationships. Consequently, the structure of sentences tends to be seen as reflecting the communicative needs and strategies of interactors. Due to this emphasis on questions of usage and social interaction, functional syntax differs significantly from formal syntax, according to which sentences are treated as purely formal and abstract objects.

We will start with a brief look at formal syntax and then move on to some representative studies in functional syntax.

Registration: Please register in my office hours.

Texts: Preparatory text to be read in advance: Aarts, B. 2001. *English Syntax and Argumentation*. Basingstoke: Palgrave, chs. 3-7. You will find the book on the Handapparat shelf. Other texts are to be announced at our first meeting.

Course Requirements: Presentation and term paper

Macrosociolinguistics

Fr 09.15-10.45

2st

Prof. Glauser

Migration

AS 113

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

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

Prerequisites: *Zwischenprüfung* und *PSII*; *persönliche Anmeldung in den Sprechstunden*.

Course Requirements: *Referat*, written paper and active participation in class.

The Dialectal Landscape of Northern England

Do 14.15-15.45

2st

Prof. Glauser

AS 114

The area north of the Humber and south of the Scottish Border is the most copiously documented dialect region of England. Nevertheless, no clear picture emerges as to what precisely constitutes Northern English. The aim of this seminar will be to summarize the evidence, to assess its importance and to arrive at cautious statements as to nature and spread of Northern English.

Literatur: Petyt, K.M. 1980. *The Study of Dialect: An Introduction to Dialectology*. London: Deutsch.

Prerequisites: *Zwischenprüfung* und *PSII*; *persönliche Anmeldung in den Sprechstunden*.

Course Requirements: *Referat*, written paper and active participation in class.

English in Asia

Migration

Mo 14.15-15.45

2st

Prof. Hundt

AS 110

English in the 21st century is a truly global concern. In this seminar, we will be looking at the spread of English to Asian countries, at features of Asian Englishes and the relation of English to other languages in Asia. Is it even possible to talk of features of Asian English rather than Indian English or Singapore English? One of the more controversial issues that will be discussed concerns the ownership of English – has English become an Asian language?

Literatur: A good starting point are the relevant chapters in Kortmann et al., eds. 2004. *A Handbook of Varieties of English*. 2 vols. Berlin: de Gruyter.

Course Requirements: Active participation, oral report and research paper or written exam.

Bitte beachten Sie für Ihre Planung im WS 06/07 und SoSe2007:

Im Sommersemester 2007 bietet Prof. Hundt die beiden folgenden Hauptseminare an:

- Hauptseminar: "Late Modern English? A Comparison of Jane Austen Novels and Modern Sequels"
- Hauptseminar: "Grammatical Change in American English – The Twentieth Century"

Studierende, die eines dieser beiden Hauptseminare bei Prof. Hundt besuchen möchten, müssen als Voraussetzung dafür im Wintersemester 2006/2007 den Kurs "Projekt Einführung 'Projektmanagement'" (s. 5. Projektseminare) belegen.

4.2 Hauptseminare Literaturwissenschaft

Colonial Literature

Migration

Mo 14.15-15.45

2st

Prof. Schnierer

AS 122

Colonial literature can be defined as literature written during the colonial period (for Britain, this covers four centuries), as literature written in colonies (that would include early American texts), or literature that engages, critically or affirmatively, with the project of imperialism. The latter definition will be our starting point; but we won't neglect the others – nor the vast field of post-colonial literature and theory.

Registration: You can register an interest in this class from the moment you read this: just drop by and see me either during my *Sprechstunde* or whenever my door is open. The list of participants will be posted outside my office on the last day of term.

Literature: Please acquire and read Boehmer, Elleke. *Empire Writing: An Anthology of Colonial Literature 1870-1918*. Oxford: Oxford UP, 1998, and any available edition of:

- Anand, Mulk Raj. *Untouchable*. 1935.
- Conrad, Joseph. *Heart of Darkness*. 1902.
- Haggard, Henry Rider. *She*. 1887.
- Kipling, Rudyard. *Stalky & Co*. 1899.

Course Requirements: To be announced in class.

Fictions of Migration (From the 1920s to the Present)

Migration

Di 12.15-13.45

2st

Prof. Nünning

AS 113

This *Hauptseminar* is part of our focus on the topic of 'migration', concentrating on the various migrations between Great Britain and India. We will begin with the classic text by E.M. Forster, and then look at the various forms that migrations have taken, and the meaning they have acquired, throughout the century. In order to appreciate the complexities of the texts and pursue the interesting questions that are nowadays asked by literary critics about them, we will also acquaint ourselves with the principles of 'postcolonial criticism' and briefly look at the British tradition of dealing with heroes who travelled to foreign countries in the 19th century.

Registration: Prior registration via email to vera.nuenning@urz.uni-heidelberg.de necessary.

N.B.: Lehramtsstudierende können in diesem Seminar einen 'Ethik-Schein' erwerben.

Unterrichtssprache: Englisch.

Texts:

- Forster, E.M. *A Passage to India* (1924)
- Jhabvala, Ruth Praver. *Heat and Dust* (1975)
- Rushdie, Salman. *Midnight's Children* (1981)
- Kureishi, Hanif. *The Buddha of Suburbia* (1990)
- Syal, Meera. *Life Isn't All Ha Ha Hee Hee* (1999)

Course Requirements: Active participation, term paper.

Conceptualizing the 'Savage': Ethnic Perspectives in Early American Literature (from Bradford to Melville)

Di 16.15-17.45

2st

Prof. Schloss

AS 122

The study of early American literature is booming. Scholars have started to extend their interests beyond the writings of the New England Puritans and are studying the literature of the Southern colonies as well as colonial writings in Spanish and French and the largely oral 'literature' of America's indigenous peoples. Consideration of these earlier texts has yielded new insights into the discovery, conquest, and settlement of the Americas and the emergence of an 'American' political and cultural identity. This course will focus on texts – dating from the early days of settlement to the middle of the nineteenth century – that thematize the contact between Europeans/Americans of European descent and members of other ethnic groups (Native Americans and African Americans). How do Americans of European descent conceptualize 'the other'? Which anthropological, religious, and cultural models do they employ? Do these concepts of otherness play a role in the formation of a sense of American national identity? We will read texts by William Shakespeare, Michael de Montaigne, Christopher Columbus, John Smith, William Bradford, Thomas Morton, Mary Rowlandson, J. Hector St. John de Crèvecoeur, Olaudah Equiano, Thomas Jefferson, James Fenimore Cooper, and Herman Melville. We will also watch and discuss the Walt-Disney film *Pocahontas*.

Literatur: *The Norton Anthology of American Literature*, ed. Nina Baym et al. (Volume A of the 6th edition or Volume 1 of previous editions) will be our source book for the shorter texts. Longer texts (to be read during the vacation)

- Shakespeare, William. *The Tempest* (Arden)
- Cooper, James Fenimore. *The Last of the Mohicans* (Penguin)
- Melville, Herman. *Benito Cereno* (*Norton Anthology*).

Course Requirements: Class presentation (10 minutes), 15-page paper, final (essay) exam.

Rudolfo Anaya and the Chicano Heritage

Migration

Mi 09.15-10.45

2st

Prof. Schulz

AS 112

Among the recent ethnic groups to create an impressive body of writing are the Mexican Americans or Chicanos. Mexican Americans were "created" by the treaty of Guadalupe Hidalgo (1848), which ended the two-year war between the United States and Mexico. In the treaty, Mexico ceded the present states of California, Nevada, Arizona, Utah, New Mexico, and southern Colorado to the United States. Most of the Mexican population in this vast territory decided to stay in their homelands, thus becoming U.S. citizens. – Chicano literature reflects the complex cultural heritage of the Southwest, an area where Spanish, Mexican, Native American, and Anglo (i.e., white American) traditions intersect. In this course we will focus on the fiction of Rudolfo Anaya, a writer who has achieved wide recognition as a leading voice of the Chicano community and as a sophisticated craftsman. *Bless Me, Ultima* (1972), a novel of initiation set in rural New Mexico, has earned him the title of "godfather" or "guru" of Chicano literature. With the publication of *Zia Summer* (1995), Anaya moved into the field of mystery writing. – We will proceed chronologically and take up *Bless Me, Ultima* first.

N.B.: First class: 25.10.

Registration: Please register by e-mail: dieter.schulz@urz.uni-heidelberg.de.

Prerequisites: Participants are expected to be familiar with the books mentioned below by the third week of the semester. There will be a quiz asking, among other things, which of the novels and stories you would select for more in-depth analysis.

Literature: Rudolfo Anaya. *Bless Me, Ultima*; *Heart of Aztlán*; *Tortuga*; *The Silence of the Llano*; *Short Stories*; *Zia Summer*; *Rio Grande Fall*; *Shaman Winter* – all published by Warner Books or the University of New Mexico Press.

Course Requirements: To be announced in class.

5. Projektseminare

Einführung 'Projektmanagement' (voraussichtlich 14-tägig; Beginn 3. Semesterwoche)

Mi 09.15-10.45

2st

Prof. Hundt

AS 110

Im kommenden Sommersemester (2007) werde ich zwei projektorientierte Hauptseminare anbieten, für die die TeilnehmerInnen gemeinsam Datenbanken erstellen und analysieren sollen, und zwar zu den Themen:

(a) *Late Modern English? A Comparison of Jane Austen Novels and Modern Sequels*

(b) *Grammatical Change in American English -- The Twentieth Century*

Zur Vorbereitung auf diese Seminare wird im Wintersemester eine Einführung in das Projektmanagement angeboten. Ziel des Seminars ist es, Grundlagen für das Projektmanagement zu vermitteln (Analyse, Konzept- und Planungsphase; Durchführung und Abschluss). Die Veranstaltung vermittelt damit auch berufsqualifizierende Fähigkeiten.

Nach Abschluss des Seminars im Sommer wird eine gesonderte Bescheinigung über die Projektarbeit ausgestellt.

N.B.: Der Besuch der Einführungsveranstaltung ist Voraussetzung für den Besuch des Hauptseminars im Sommersemester.

Teilnahmevoraussetzung: PS II in Sprachwissenschaft.

Anmeldung: InteressentInnen können sich ab Mitte Juni in eine Liste (Zi 231) eintragen.

Kein Scheinerwerb/*No credits*, aber Teilnahmebestätigung (s.o.)

6. Kolloquien

Kolloquium für ExamenskandidatInnen

Mo 16.15-17.45

2st

Prof. Hundt

AS 110

Dieses Kolloquium soll auf die schriftlichen und mündlichen Abschlussprüfungen in der Linguistik vorbereiten. Anhand geeigneter Texte und Übungsmaterialien werden die Kernbereiche der anglistischen Sprachwissenschaft (Phonetik/Phonologie, Morphologie, Semantik und Lexikologie, Syntax, Textlinguistik und Pragmatik, sowie Varietäten- und Soziolinguistik) diskutiert. Neben diesem allgemeinen Prüfungswissen sollen auch Schwerpunktthemen der TeilnehmerInnen berücksichtigt werden. Aktive Vorbereitung und Mitarbeit werden erwartet.

Die Veranstaltung findet z.T. als Präsenz, z.T. als *e-learning* Veranstaltung statt.

Literatur:

- Brinton, Laurel. 2000. *The Structure of Modern English: A Linguistic Introduction*. Amsterdam: John Benjamins.
- Leisi, Ernst und Christian Mair. ⁸1999. *Das heutige Englisch: Wesenszüge und Probleme*. Heidelberg: Winter.

Kein Scheinerwerb/*No credits*.

Examenskolloquium

Mo 16.15-17.45

2st

Prof. Stein

AS 333

Es werden die Probleme und Fragen besprochen, die die Abfassung der Examensarbeit betreffen, sowie die Vorbereitung auf die schriftlichen und mündlichen Prüfungen (Schwerpunktthemen, allgemeines Prüfungswissen). Außerdem werden ausgewählte Themenbereiche und Fragestellungen erarbeitet, eingeübt, etc.

Kein Scheinerwerb/*No credits*.

Examenskolloquium: Moderne Sprachwissenschaft

Mo 13.15-14.45

2st

Prof. Glauser

AS 113

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

Literatur:

- Brinton, Laurel 2000. *The Structure of Modern English: A Linguistic Introduction*. Amsterdam: Benjamins.
- Leisi, Ernst und Christian Mair. 1999. *Das heutige Englisch: Wesenszüge und Probleme*. Heidelberg: Winter.

Kein Scheinerwerb/*No credits*.

Kolloquium für Examenskandidaten

Mo 18.15-19.45

2st

Prof. Schulz

AS 116

Besprechung wissenschaftlicher Arbeiten (Staatsexamen, Magister, Dissertation); Vorbereitung auf die mündliche Prüfung, Klausuren etc.

Beginn: 23.10.

Kein Scheinerwerb/*No credits*.

Kolloquium für Examenskandidaten

Fr 11.15-12.45 (14tgl.)

Prof. Schöneich

AS 333

Hier haben Sie Gelegenheit zur Vorstellung von Projekten (Examensarbeiten), zur Besprechung allgemeiner Fragen und zur Vorbereitung der schriftlichen und mündlichen Abschlußprüfungen. Wenn Sie möchten, ist auch Zeit für das gemeinsame Lesen von Texten aus der Lektüreliste.

Anmeldung: Bitte um persönliche Anmeldung in meinen Sprechstunden.

Kursbeginn: Erstes Treffen: 20.10.

Kein Scheinerwerb/*No credits*.

7. Oberseminare

Phraseology

Di 08.30-10.45

3st

Prof. Stein

AS 108

Redewendungen, Sprichwörter und dergl. sind lange von der sprachwissenschaftlichen Forschung vernachlässigt worden, weil ihre Beschreibung als besonders schwer galt. Inzwischen ist dieser Teilbereich der Lexikologie jedoch Gegenstand intensiver Forschung. Da das genaue Lesen und Diskutieren von ausgewählten Texten im Studium generell zu kurz kommt, möchte dieses Seminar Abhilfe schaffen.

Teilnahmevoraussetzungen: nach Möglichkeit HS, mindestens aber PS I und PS II in Sprachwissenschaft

Literatur: Gläser, R. (1986): *Phraseologie der deutschen Sprache*. Tübingen.

Kein Scheinerwerb/*No credits*.

Research in Linguistics (voraussichtlich 14-tägig)

Mi 09.15-10.45

2st

Prof. Hundt

AS 110

This seminar is aimed at students at the end of their *Hauptstudium* who are toying with the idea of writing a *Staatsexamens-* or *Magisterarbeit* in English (or those who have already embarked on a project) as well as all PhD and post-doctoral linguists. We will be looking at current research issues with an eye to both methodological and theoretical concerns. Our approach will combine close reading of linguistic texts and (wherever possible) the discussion of research projects.

N.B.: The seminar starts in the second week of the winter term.

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

No credits/*Kein Scheinerwerb*.

Neue Konzepte der Literaturwissenschaft: Theorien, Methoden und Fallbeispiele

Mi 15.30-18.30

4st

Prof. Nünning

AS 112

Kein Scheinerwerb/*No credits*.

Current Research Projects

Mo 16.15-17.45

2st

Prof. Schnierer

AS 122

This is a seminar dedicated to theses in the making. If you are currently writing (or about to commence) a *Zulassungsarbeit*, an M.A. thesis or a Ph.D. thesis, this is the forum for you. We will discuss ongoing research and try to establish a structure that gives mutual support, help and encouragement. (p.t.o.)

Registration is open from the moment you read this. Come and see me in room 212 (Mondays at 1 p.m., Thursdays at 3 p.m., or at any time my door is open). Prior participants in one of my Oberseminare may mail to pps@urz.uni-heidelberg.de.
No credits/*Kein Scheinwerb.*

8. Examensvorbereitung

8.1 Sprachwissenschaftliche Repetitorien

Frühneuenglisch für Examenskandidaten

Fr 11.15-12.45

2st

Dr. Isermann

AS 108

Die Veranstaltung wendet sich an Examenskandidaten, die sich auf eine Prüfung in historischer Sprachwissenschaft (vorzugsweise Frühneuenglisch) vorbereiten. Die Veranstaltung verfolgt vor allem zwei inhaltliche Ziele: zum einen sollen verschiedene Beschreibungsebenen des Fne., vor allem die Grammatik, weiterführend behandelt werden. Zum anderen soll die historische Periode des Fne. in den größeren historischen Zusammenhang der Geschichte des Englischen eingebettet werden. Außerdem werden regelmäßige fne. Texte gelesen und vor ihrem sprachhistorischen Kontext interpretiert.

Literatur: Eine Textsammlung wird als Matrixkopie zur Verfügung gestellt.

Teilnahmevoraussetzung: PS II Frühneuenglisch

Anforderungen: Intensive, mehrstündige Vorbereitung und regelmäßige Teilnahme werden erwartet.

8.2 Vorbereitungskurs für Examenskandidaten

Translation into English

Di 11.15-12.45

2st

Derek O'Brien

AS 108

Di 14.15-15.45

2st

Derek O'Brien

AS 108

This course will prepare you for *Klausur I* of the *Staatsexamen*. Each week we will translate and correct past examinations and concentrate on some of those areas that cause you most difficulty when it comes to translation. The course will conclude with a mock exam.

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

Registration: You can register for the course as of now per e-mail: b21@ix.urz.uni-heidelberg.de
No credits/*Kein Scheinwerb.*

8.3 Text in Context

Dieser Veranstaltungstyp ist besonders geeignet für Examenskandidatinnen und -kandidaten.

Die angemessene Vorbereitung auf die Spezialgebiete im Staatsexamen oder in der Magisterprüfung verlangt die Fähigkeit, ein Werk in seiner literaturgeschichtlichen Zugehörigkeit und in seinem kulturellen und sozialgeschichtlichen Kontext zu deuten. Demgemäß bieten die als Lektürekurse konzipierten Veranstaltungen Ihnen einen Rahmen, innerhalb dessen Sie Ihre eigenverantwortliche Beschäftigung mit den Texten einer Epoche durch Präsentation und Diskussion vertiefen können. Behandelt werden exemplarisch ausgewählte Werke der jeweiligen Epoche auf der Basis der "Lektüreliste zur Vorbereitung auf die Interpretationsklausur im Staatsexamen" (cf. *Studienführer*). Neben der interpretatorischen Arbeit werden auch Hilfsmittel und Wege zur Erschließung größerer Zusammenhänge besprochen.

Viktorianische Literatur

Fr 11.00-13.15

3st

Prof. Schöneich

AS 333

Bitte beachten Sie über die allgemeine Ankündigung zum Kurstyp "Text in Context" hinaus folgendes:

Behandelt werden Texte aus der "Lektüreliste zur Vorbereitung auf die Interpretationsklausur im Staatsexamen (Studienführer Kap. 4) in der zur Zeit geltenden Fassung. Der Thematik des Kurstyps entsprechend sollen sowohl ausgewählte Textpassagen im Sinne eines close reading interpretiert als auch größere Kontexte erörtert werden. Wie dies geschieht, hängt wesentlich von Ihrer Mitarbeit ab. Überlegen Sie sich möglichst noch vor der Anmeldung, welche(n) Text(e) Sie vorstellen wollen.

Anmeldung: Bitte ausschließlich (!) persönliche Anmeldung in meinen Sprechstunden.

Kursbeginn: 20.10.; 14täglich.

Literatur: H.F. Tucker (ed.). *A Companion to Victorian Literature and Culture*. London, 1999.

Kein Scheinerwerb/*No credits*.

Amerikanische Literatur vor 1900

Do 15.00-18.00

4st

Prof. Schulz

AS 108

Dieser Veranstaltungstyp ist besonders geeignet für ExamenskandidatInnen.

Die angemessene Vorbereitung auf die Spezialgebiete im Staatsexamen oder in der Magisterprüfung verlangt die Fähigkeit, ein Werk in seiner literaturgeschichtlichen Zugehörigkeit und in seinem kulturellen und sozialgeschichtlichen Kontext zu deuten. Demgemäß bieten die als Lektürekurse konzipierten Veranstaltungen Ihnen einen Rahmen, innerhalb dessen Sie Ihre eigenverantwortliche Beschäftigung mit den Texten einer Epoche durch Präsentation und Diskussion vertiefen können. Behandelt werden exemplarisch ausgewählte Werke der jeweiligen Epoche auf der Basis der "Lektüreliste zur Vorbereitung auf die Interpretationsklausur im Staatsexamen" (cf. Studienführer). Neben der interpretatorischen Arbeit werden auch Hilfsmittel und Wege zur Erschließung größerer Zusammenhänge besprochen.

Keine **Anmeldung** erforderlich.

Kein Scheinerwerb/*No credits*.

9. Cultural Studies / Landeskunde

9.1 Landeskunde mit Online-Formularanmeldung

Online-Formularanmeldung erforderlich

Cinema and Society – Brits at War: British Cinema during WWII

Di 12.15-13.45

2st

Michael Shiels

AS 114

This course is in two parts. Introduction and screening (Monday, 19.00 in Room 110) and Discussion and Analysis (Tuesday, 12.15). The screening on Monday evening is open to all students of the Ang.Sem. You do not have to register for the course in order to come and watch the movies. At a time of war, there is an urgent imperative for the state to define, in the clearest of terms, its relationship to its citizens. Similarly, in a democratic society, the individual citizen must look to the values that the state claims to represent if she/he is to be motivated to meet the demands that the state is now making on the individual's life. During the Second World War, much of the output of British cinema, while maintaining its mandate to entertain, engaged in this Hegelian debate with a style and independence of spirit that was sometimes the despair (p.t.o.)

of propagandists at the Ministry of Information. The films we shall be looking at this semester are

not so much "Bang-Bang. Shoot 'em up!" movies, as wide-ranging attempts to define the sentiment of what it meant to be English (British?). In addition, these feature films also tackle contentious topics such as the English class system and the changing role of women, and try to envisage what kind of society the British people would want once peace had returned.

N.B.: Students in the *Hauptstudium* may obtain a Writing II *Schein* for this course as an alternative to a *Landeskunde Schein*.

Texts: Additional material will be distributed at the Monday evening screening.

Course Requirements: Presentation plus fact sheet and an essay – in English, of course.

British Institutions – A History (Pt. II 1835-1990)

Di 10.15-11.45

2st

Michael Shiels

AS 114

This course takes up the story of Britain after the defeat of Napoleon and the Congress of Vienna. It aims to narrate the political, economic, structural and cultural transformations brought about by Victorian Imperialism, two world wars, and a new European and global order. We will focus on a limited (and therefore biased) selection of events, ideas and persons in order to understand their particular contribution to the greater historical overview.

N.B.: As an alternative to a Cultural Studies *Schein*, students in the *Hauptstudium* can obtain a Writing II *Schein* for this course.

Course Requirements: Presentation plus a fact sheet and an essay – in English, of course.

Emigration and the Irish

Migration

Do 11.15-12.45

2st

Derek O'Brien

AS 122

Emigration has been part and parcel of Irish life from earliest times. Beginning with the Irish *peregrini* in early medieval times, to *The Flight of the Earls* and *The Wild Geese* in the 17th century, the starving masses who fled Ireland to America and Australia after the *Great Famine* in the 19th century, the modern emigrants to Britain in the 1950's and to Europe and the States in the 1980's, emigration has, until recently, been considered a tradition and, at times, a necessary evil in Ireland. This course will examine the political, social and religious reasons for emigration against the background of Irish history. How the emigration experience has been documented in music, song, and film will also be briefly highlighted. Today, for the first time in its history, Ireland is a land of immigration; the course will conclude by looking briefly at the phenomenon of the *Celtic Tiger* and the ever-increasing problem of racism in contemporary Ireland.

N.B.: *Hauptstudium* students can obtain a Writing II credit instead of a Cultural Studies credit for this course.

Texts:

- Breffny, Brian de, ed. (1977). *The Irish World: The History and Cultural Achievements of the Irish People*. London: Thames and Hudson.
- Coogan, Tim Pat (2000). *Wherever the Green is Worn: The Story of the Irish Diaspora*. London: Hutchinson.
- Culligan, Matthew J. and Peter Chericci (2000). *The Wandering Irish in Europe: Their Influence from the Dark Ages to Modern Times*. London: Constable.
- Ferriter, Diarmaid (2004). *The Transformation of Ireland, 1900-2000*. London: Profile Books.
- Mackay, James P., ed. (1994). *The Cultures of Europe: The Irish Contribution*. Belfast: The Queen's University of Belfast, The Institute of Irish Studies.
- Woods, Peter (2003). *Hard Shoulder*. Dublin: New Island.

Course Requirements: A short presentation and a term paper.

9.2 Landeskunde ohne Formularanmeldung

Persönliche Anmeldung erforderlich

9_11: Ground Zero for U.S. Identity?

24/7 online

Dr. Fischer-Hornung

WWW

The statement that nothing will ever be the same after 9/11 has been one of the most frequent comments on the destruction of the World Trade Center and the attack on the Pentagon. Really? The Internet was a primary means for people throughout the world to deal with the effects of the attack. By researching online resources such as newspaper and journal archives, video and photo presentations, bulletin boards, urban legends etc., we will explore how the Internet has played a central role in (re)defining U.S. Identity in the wake of 9/11. How did people use the Internet to communicate and cope with their experiences as well as their need for information? Which symbols were proliferated during and immediately after the event and why? Have there been significant changes in how the U.S.A is perceived and how the people of the United States perceive themselves? What role did the Internet play in this process? What is the connection between the subsequent war on terror and the war in Iraq?

Students will be familiarized with e-learning technologies and share a virtual classroom with students from the university of Stuttgart. No previous e-skills are required; if you can send an email, you can learn to use the e-learning platform. Class will be conducted exclusively online and material will be accessible 24/7.

Before registering, please consider carefully if you will be able to invest the required amount of time and energy for this intensive 7-week crash course.

N.B.: Class will start Monday, October 23 and end Friday, Dec 1, 2006.

Registration: Please contact me at: dfh@uni-hd.de. Registration deadline: October 6, 2006.

Texts: All material will be made available in Moodle, the university's elearning platform.

Course Requirements: Read the assigned material; complete two pieces of homework; participate actively in the forum: a minimum of two contributions (approx. 1½ pages of text) each week; and complete a group presentation for the Internet, which will be posted at: www.acs-onweb.de/hd

Sleuthing Ethnicity in U.S. Crime Films

Migration

Fr 09.15-10.45

2st

Dr. Fischer-Hornung

AS 110

In this seminar we will explore how ethnicity and "race" are constructed in films. We will focus on the following questions: How are "race" and ethnicity constructed in Hollywood films? What changes when a detective is the member of a minority instead of the criminal? Are "race" and ethnicity portrayed differently and does its construction change over time? Is "white" an ethnicity and which factors make a film "ethnic"? What role does humor play? We will try to come to some conclusions about the discourse of "race" and ethnicity in U.S. society, how the categories of blackness, whiteness and people of color are constructed.

We will view and discuss the following films (additional film suggestions can be submitted in the first session of class):

- *Mr. Wong* (1938)
- *Charlie Chan in Rio* (1941)
- *The Maltese Falcon* (1941)
- *Touch of Evil* (1958)
- *In the Heat of the Night* (1967)
- *Cotton Comes to Harlem* (1970) (p.t.o.)

- *Blood Simple* (1984)
- *Shaft* (1971 and 2000)
- *Rush Hour* (1998)
- *The Siege* (1998)

A detailed viewing schedule will be available in the first session.

Course Requirements: Active participation and a 10-page term paper in English.

The Chicano/a Novel

Migration

Di 16.15-17.45

2st

Philip Bracher

AS 333

Migration to the United States in the 20th century has been fuelled by a growing number of Mexicans who continue to cross the 2000-mile-long border despite dangers and hardships. As a result, Mexican-Americans now constitute one of the largest ethnic minorities in the U.S. However, their history in the American Southwest does not begin with this migratory movement, but reaches back to pre-Hispanic cultures. During the time of the 1960s counterculture, Mexican-Americans first began to seek political empowerment and to assert their cultural roots. The term "Chicano" originated during this time and continues to influence recent discussions on migration and identity.

The course will examine the unfolding of a Chicano/a consciousness in the latter half of the twentieth century. We will trace this development from the beginnings in Pre-Columbian times through the Mexican-American War (1846-48) and the Chicano Movement of the 1960s and 70s to today's representations. We will read three Chicano/a texts: *Pocho* (1959), one of the earliest novels of Mexican migration, *Autobiography of a Brown Buffalo* (1972), a vastly entertaining testimonial of the Chicano Renaissance, and *So Far From God* (1993), Ana Castillo's acclaimed novel about contemporary Chicana life on the edge of American culture.

Texts: Please purchase and read the following editions:

- Oscar Zeta Acosta. *Autobiography of a Brown Buffalo*. New York: Vintage, 1989.
- Ana Castillo. *So Far From God*. New York: Norton, 2005.
- José Antonio Villarreal. *Pocho*. New York: Anchor Books, 1989.

Course Requirements: Regular attendance, active (!) class participation, book summaries, and a 12-15 page term paper in English.

Discourses of Identity in Chicano/a Crime Fiction

Migration

Fr 11.15-12.45

2st

Dr. Fischer-Hornung

AS 116

"We Chicanos are like the abandoned children of divorced cultures. We are forever longing to be loved by an absent neglectful parent – Mexico – and also to be truly accepted by the other parent – the United States. We want bicultural harmony. We need it to survive. We struggle to achieve it. That struggle keeps us alive." Lucha Corpi, Black Widow's Wardrobe

Beyond being one of the most popular forms of fiction, ethnic detective novels tell us much about the culture and concerns of the author and the ethnic group. Living in the liminal space between various cultures and nations, how do Chicana/os deal with the particular culture of origin, Mexico, and the country of migration, the United States? How are subjects like family, community and individualism, gender, identity, spirituality, nation, nationalism, and post-nationalism negotiated? How are individual crimes embedded in the larger questions of national and post-national system of ethics? To explore sameness and difference as well as the (de)construction of ethnic identity, we will read several novels by Lucha Corpi and Michael Nava.

Texts: Students are asked to buy the editions of the novels listed below.

- Corpi, Lucha. *Eulogy for a Brown Angel* [1993] (Arte Publico Press, 2002) ISBN: 1558853561.
- Corpi, Lucha. *Cactus Blood* (Arte Publico Press, 1995) ISBN 1558851348.
- Corpi, Lucha. *Black widow's Wardrobe* (Arte Publico Press, 1999) ISBN: 1558852883.
- Corpi, Lucha. *Crimson Moon* (Arte Publico Press, 2004) ISBN: 1558854215
- Nava, Michael. *The Little Death* [1986] (Alyson Books, 2003) ISBN: 1555838308.
- Nava, Michael. *The Burning Plain* [1997] (Alyson Books, 2004) ISBN: 1555838138.
- Nava, Michael. *Rag and Bone* (Putnam, 2001) ISBN: 039914708X.

Course Requirements: Active participation and a 10-page term paper in English.

Australasia: Contextualizing Australia

24/7 online

Dr. Fischer-Hornung

WWW

There is no 'real' Australia waiting to be uncovered. Historian Richard White believes that Australian national identity is an invention because it has been artificially imposed upon a diverse landscape and population, and a variety of social relationships and attitudes. Australia has been described as a multicultural nation, a British nation, an Aboriginal nation, an Asian-Pacific nation, a sporting nation, the land of the outback, the land of suburbia. This e-learning course wants to approach Australia by contextualizing it around three core topics:

1. History, Identity and Representation.
2. Australian Cultural Landscapes.
3. Australian-Asian Relations.

The topic will be covered in a 7-week unit. Successful students will receive a cultural studies/LK-Schein (credits). Participants will get access to Stuttgart's ACS e-learning platform. Students from Heidelberg and Stuttgart will be joined by international students in the virtual classroom.

Registration: To register, please contact: wolfgang.holtkamp@ilw.uni-stuttgart.de. Registration deadline: Tuesday October 10, 2006.

Course Requirements: cf. Wolfgang Holtkamp – Universität Stuttgart.

Canadian Transcultural Literature

Migration

Mo 16.15-17.45

2st

Andrea Lutz

AS 115

The fact that "transculturalism" features very prominently in the title of this course does not, as you might expect, mean that we will have extensive and confusing theory discussions of various "isms" which haunt literary and cultural studies today. Rather I would like to apply the term "transculturalism" pragmatically – and as an alternative to "postcolonialism" or "multiculturalism" – to denote various phenomena and experiences in our globalized world: culture contact, migration, the negotiation of identities and the question of power relations in multi-ethnic and multicultural contexts. Canadian literature seems to lend itself almost ideally to a discussion of these issues since Canada is a country in which transcultural phenomena have a long tradition and have been accounted for by official policy in 1988 with the passing of the Multiculturalism Act. Almost inevitably much of its literature produced over the past decades involves culture contact, migration, etc.; formerly marginalized hyphenated Canadian literatures (Chinese-Canadian, South Asian-Canadian, and many more) have arrived – although not unproblematically – in the mainstream of Canadian culture. The texts listed below as core reading for the course are only a sample of the almost daunting variety of Canadian transcultural literature. Therefore, although we will, for in-depth class discussions, focus on these texts, students are asked to write a two-page review of other pieces of Canadian literature (drama, fiction, collections of poetry) for their colleagues. In this way, we can hopefully create a more differentiated "Canadian mosaic" than possible when we could when looking at a more limited number of texts. (p.t.o.)

Registration: In my office hours or via email (Andrea.Lutz@urz.uni-heidelberg.de).

Texts: Please purchase and read the following texts before term starts:

- Kogawa, Joy. *Obasan*. 1981. New York: Anchor Books, 2003. (ISBN: 0385468865) (Fiction)
- Ondaatje, Michael. *In the Skin of a Lion*. 1987. Basingstoke: Macmillan, 2003. (ISBN: 0330301837) (Fiction)

Please also read the poems and the following texts (master copies are available in the seminar folder in the *Handapparat* from 15 August 2006 on – as is the list of texts recommended for the book reviews):

- Chan, Marty. "Mom, Dad, I'm Living With a White Girl." *Ethnicities*. Ed. Anne Nothof. Edmonton: NeWest, 1999. 93-167. (Drama)
- Bissoondath, Neil. "On the Eve of Uncertain Tomorrows." *Making A Difference: Canadian Multicultural Literature*. Ed. Smaro Kambourelli. Oxford: Oxford UP, 1996. 428-440. (short fiction).

Course Requirements: Regular attendance, preparation of assignments, active (!) class participation, book review (2 pages), participation in a group presentation, term paper in English (12-15 pages).

10. Fachdidaktik

Online-Formularanmeldung erforderlich

Arbeit mit Texten

Do 14.15-15.45

2st

Barbara Köhler-Kresin

AS 112

Die Veranstaltung richtet sich an Studentinnen und Studenten nach dem Praxissemester. Im Mittelpunkt steht die Arbeit mit Sachtexten und fiktionalen Texten im Englischunterricht der Unter-, Mittel- und Oberstufe. Anhand konkreter Beispiele werden die Texte sowohl literaturwissenschaftlich als auch didaktisch untersucht. Dabei sollen analytisch-kognitive als auch spielerisch-kreative Methoden vorgestellt und abschließend in der Unterrichtswirklichkeit erprobt werden.

Literatur: Paul Zindel. *The Pigman*. Berlin: Cornelsen, 2004

Anforderungen: Regelmäßige und aktive Teilnahme, Hausarbeit.

Das Lehrwerk: lerntheoretische und methodisch-didaktische Grundlagen

Mi 14.15-15.45

2st

Harald Weißling

AS 333

Mi 16.00-17.30

2st

Harald Weißling

AS 333

Die Veranstaltung richtet sich an Studierende vor dem Praxissemester. Das Lehrwerk hat vor allem im Englischunterricht der Sekundarstufe I sehr große Bedeutung. Sein methodisches Konzept steuert den Sprachlehrgang, vernetzt die verschiedenen Bereiche des Lernprozesses und bündelt sie in einer Progression. Sein Ziel ist es, ein System zu schaffen, das effektives und motivierendes Englischlernen ermöglicht. Für die Lehrerinnen und Lehrer ist es angesichts vieler Reformen und Neuerungen im Bildungssystem auch ein „heimlicher“ Lehrplan, der den Unterrichtsalltag verlässlich ordnet und die sprachliche Progression der Schüler kontrolliert. In dieser Veranstaltung sollen eng am Lehrwerk die Prinzipien und Begriffe, die für seine Konzeption wichtig sind, untersucht werden: Ganzheitlichkeit, Schüler-, Handlungs-, Projekt- und Produktorientierung, Lernstrategien, Fertigkeitentraining und Kompetenzen, Differenzierung, Kreativität, Emotion, interkulturelles Lernen sowie auch der Erwerb von Sprachmitteln, Lexik und Grammatik. Die gerade auf dem Markt erscheinenden Lehr-

werke der neuen Generation werden unter fachdidaktischen Kriterien untersucht und evaluiert, ihr Wert für den gymnasialen Unterricht praktisch erforscht. Eine Sitzung wird durch einen Unterrichtsversuch an einer Schule der Region ersetzt.

Literatur: Lehrwerke werden gestellt.

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

Das Lehrwerk: lerntheoretische und methodisch-didaktische Grundlagen

Do 14.15-15.45	2st	Inge Sikora-Weißling	AS 115
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Do 16.00-17.30	2st	Inge Sikora-Weißling	AS 115
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Die Veranstaltung richtet sich an Studierende vor dem Praxissemester. Das Lehrwerk hat vor allem im Englischunterricht der Sekundarstufe I sehr große Bedeutung. Sein methodisches Konzept steuert den Sprachlehrgang, vernetzt die verschiedenen Bereiche des Lernprozesses und bündelt sie in einer Progression. Sein Ziel ist es, ein System zu schaffen, das effektives und motivierendes Englischlernen ermöglicht. Für die Lehrerinnen und Lehrer ist es angesichts vieler Reformen und Neuerungen im Bildungssystem auch ein „heimlicher“ Lehrplan, der den Unterrichtsalltag verlässlich ordnet und die sprachliche Progression der Schüler kontrolliert. In dieser Veranstaltung sollen eng am Lehrwerk die Prinzipien und Begriffe, die für seine Konzeption wichtig sind, untersucht werden: Ganzheitlichkeit, Schüler-, Handlungs-, Projekt- und Produktorientierung, Lernstrategien, Fertigkeitentraining und Kompetenzen, Differenzierung, Kreativität, Emotion, interkulturelles Lernen sowie auch der Erwerb von Sprachmitteln, Lexik und Grammatik. Eine Seminarsitzung wird durch einen Unterrichtsversuch ersetzt.

Literatur: Lehrwerke werden gestellt.

Anforderungen: Regelmäßige und aktive Teilnahme. Eine Hausarbeit von ca. 10 Seiten

11. Sprachpraxis Grundstudium

11.1 Begleitkurse Phonetik British and American English

Online-Formularanmeldung erforderlich

Die Anmeldung zu einer der nachstehend angeführten Übungen ist aufgrund der Neuregelung des Aussprachetests verbindlich. Bei Nichterscheinen zur ersten Sitzung erlischt auch bei erfolgter Anmeldung der Anspruch auf die Teilnahmeberechtigung, da die Plätze dann sofort an andere Studierende vergeben werden.

Literatur: Die Anschaffung des entsprechenden Übungsbuchs wird dringend empfohlen:

- Phonetik BE: Sauer, Walter. 1990. *A Drillbook of English Phonetics*. 2nd rev. ed. Sprachwissenschaftliche Studienbücher. Heidelberg: Winter.
- Phonetik AE: Sauer, Walter. 2001. *American English Pronunciation: A Drillbook*. Sprachwissenschaftliche Studienbücher. 2nd rev. ed. Heidelberg: Winter.

Course Requirements/Credits: *Aussprachetest*.

Begleitkurse Phonetik BE

Mi 09.15-10.00	Lena Zipp	ZSL 320
Mi 10.15-11.00	Lena Zipp	ZSL 320
Mi 11.15-12.00	Lena Zipp	ZSL 320
Fr 09.15-10.00	Lena Zipp	ZSL 320
Fr 10.15-11.00	Lena Zipp	ZSL 320
Fr 11.15-12.00	Lena Zipp	ZSL 320

Begleitkurse Phonetik AE

Do 12.30-13.15	Nicole Becker	ZSL 318
Do 13.15-14.00	Nicole Becker	ZSL 318
Do 14.15-15.00	Nicole Becker	ZSL 318
Do 15.00-15.45	Nicole Becker	ZSL 318

11.2 Grammar and Style I

Online-Formularanmeldung erforderlich

Mo 09.15-10.45	Carolyn Burmedi	AS 122
Mo 11.15-12.45	Carolyn Burmedi	AS 122
Mo 14.15-15.45	Kay Henn	AS 108
Di 11.15-12.45	Kay Henn	AS 116
Di 14.15-15.45	Kathrin Pfister	AS 115
Mi 11.15-12.45	Kathrin Pfister	AS 115
Fr 11.15-12.45	Kathrin Pfister	AS 115

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.

Course Requirements: 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.

11.3 Grammar and Style I for Repeat Students

Online-Formularanmeldung erforderlich

Di 09.15-10.45	Carolyn Burmedi	AS 122
Do 09.15-10.45	Kathrin Pfister	AS 115

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.

Course Requirements: Students 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.

11.4 Writing I

Online-Formularanmeldung erforderlich

Mo 16.15-17.45	Kay Henn	AS 108
Di 09.15-10.45	Derek O'Brien	AS 113
Di 14.15-15.45	Kay Henn	AS 122
Mi 09.15-09.45	Derek O'Brien	AS 122
Mi 11.15-12.45	Derek O'Brien	AS 122
Do 11.15-12.45	Kay Henn	AS 108

This is a pre-essay writing course in which you will learn to compose well-structured and varied sentences. The course will deal with sentence elements and functions, coordination and subordination, non-finite and verbless clauses, relative clauses and the noun phrase, and thematization. Emphasis will be placed on both analysis and production. Exercise types will include error detection and correction and elementary paragraph production.

Prerequisites: You should have passed "Grammar and Style I" to register for this course!

Course Requirements: To be announced in class.

11.5 Translation I (G-E)

Online-Formularanmeldung erforderlich

Mo 14.15-15.45	Michael Shiels	AS 114
Mo 16.15-17.45	Michael Shiels	AS 114
Di 14.15-15.45	Peter Bews	AS 112
Di 16.15-17.45	Peter Bews	AS 112
Do 09.15-10.45	Peter Bews	AS 112
Do 14.15-15.45	Kay Henn	AS 116
Fr 09.15-10.45	Kathrin Pfister	AS 115

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

Course Requirements: To be announced in class.

11.6 English in Use

Creative Writing

Do 18.15-19.45

2st

Peter Bews

AS 112

This course is meant for any student from any semester who enjoys, or thinks they would enjoy, writing in English. No instruction is given on how to write but you will be expected both to write yourself as well as to give your opinion on the writing of others. You should expect to spend the whole evening on the course as we normally proceed after class to a local hostelry, where the discussions continue...

Course Requirements: A desire to write and read and talk. No credits/*Kein Scheinerwerb*.

Vocabulary and Idiom

Do 09.15-10.45

2st

Derek O'Brien

AS 122

The aim of this course is to help you expand and enrich both your active and passive vocabulary in English. You will begin by learning how to use your dictionaries most effectively and then go on to look at such areas as word formation, semantic fields, phrasal verbs, idioms, false friends, and register and style. In addition, we will deal with various topic areas such as politics, personal finance, health, the media, fashion, sport, education, etc. each week 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 is the course for you.

Texts: The latest edition of a good English learner's dictionary will be essential for class work (e.g. Collins Cobuild, Longman DCE or OALD). Please bring one with you to the first class.

No credits/*Kein Scheinerwerb*.

Practical American: Style and Psychology

Mi 14.15-15.45

2st

Jones

AS 115

The core question of this course is, "How can I communicate with Americans more politely and persuasively?" Whether writing informal e-mails to a friend or whether composing a formal business resume for a job, the fluidity and ease of your language skills can improve both your enjoyment and your success. This course is designed to help make your American English more effective in everyday situations. Although we address some questions of grammar, including a few points of syntax and diction, the focus of this course is improving style. To enhance your language skills, we employ a few useful psychoanalytic concepts, such as empathy, splitting, and derivatives. These are practical communication tools. This course includes examples from classroom conversations and contemporary American culture.

12. Sprachpraxis Hauptstudium

12.1 Grammar and Style II

Online-Formularanmeldung für alle Grammar and Style II-Kurse erforderlich

Grammar and Style 2: Stylistics

Mo 14.15-15.45	2st	Peter Bews	AS 112
Do 16.15-17.45	2st	Peter Bews	AS 112

We deal in this course with various varieties of English, especially journalese and formal academic writing. Students should have spent a year abroad when they take this course.

Prerequisites: *Grundstudium* plus long stay abroad.

Grammar and Style 2: Translation

Mo 16.15-17.45	2st	Peter Bews	AS 112
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This course is intended ONLY for students who have been abroad for at least six months, will soon be taking their *Staatsexamen* and need practice translating into English before they do the *Vorbereitungskurs für Examenskandidaten*. There is absolutely no point in students joining straight from the *Grundstudium*.

Prerequisites: *Grundstudium* plus stay abroad.

Subtitles, Dubbing and Literary Dialogue

Fr 09.15-10.45	2st	Carolyn Burmedi	AS 122
Fr 11.15-12.45	2st	Carolyn Burmedi	AS 122

In this course we will examine the stylistic differences between subtitling, dubbing, and literary dialogue. While there will be some translation into German from popular American television series such as *Buffy, the Vampire Slayer*, we will concentrate on translation into English using the films *Lola Rennt*, *Das Wunder von Bern*, and *Nosferatu*, and the novel and film versions of *Das Boot* and *Im Westen Nichts Neues*.

N.B.: Students will be expected to regularly meet in study groups outside of class in order to prepare homework assignments.

This course is intended for students approaching their final exams who have already spent at least six months abroad in an English-speaking country.

Registration/Prerequisites: Please do not register if you have just completed or are still in the *Grundstudium*.

Course Requirements: To be announced in class.

12.2 Translation II (E-G)

Online-Formularanmeldung erforderlich

Di 08.30-10.00		Karin Gunkel	AS 333
Mi 09.15-10.45		Karin Gunkel	AS 333
Do 08.30-10.00		Karin Gunkel	AS 333
Do 11.15-12.45		Karin Gunkel	AS 333

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

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

12.3 Writing II

Online-Formularanmeldung für alle Writing II-Kurse erforderlich

Mo 09.15-10.45	2st	Frances Colgan	AS 114
Mo 11.15-12.45	2st	Frances Colgan	AS 114

Ms. Colgan's course is primarily focused on the preparation of *Hausarbeiten*.

Prerequisite: *Zwischenprüfung*.

Course Requirements: Evaluation consists of three in-class timed writing assignments and one project paper of 8-10 pages in length.

Do 16.15-17.45	2st	Kay Henn	AS 116
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Course Description and Requirements: Ms. Henn's course provides assistance and assessment in writing well-thought-out essays in reasonably formal style.

Prerequisite: *Zwischenprüfung*.

Do 09.15-10.45	2st	Matthew Fentem	AS 108
Do 14.15-15.45	2st	Matthew Fentem	AS 113
Fr 09.15-10.45	2st	Matthew Fentem	AS 112

Mr. Fentem's course is designed to offer students practice in the effective preparation of shorter, persuasive essays (*Aufsätze*), in contrast to longer term papers (*Hausarbeiten*). While attention will certainly be paid to grammar and vocabulary difficulties (especially formal register), the main focus of the course is on the ability to produce convincing and coherent essays addressing topical cultural and geopolitical developments.

Prerequisite: *Zwischenprüfung*.

Course Requirements: This will be practiced both in the form of several homework assignments throughout the semester and in two in-class timed examinations.

12.4 Advanced English in Use

Advanced Vocabulary and Idiom

Di 11.15-12.45	2st	Carolyn Burmedi	AS 122
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The aim of this course is to help you expand and enrich both your active and passive vocabulary in English through a myriad of authentic articles and exercises to do at home and in class. This semester we will also be taking field trips to the Roadside Theater, an Irish pub and an English-language movie.

Prerequisites/Admission: Only for students in the *Hauptstudium* and BA students.

13. Ethisch-philosophisches Grundlagenstudium

Dr. Grundmann	Colonialist Shakespeare	Di 09.15-10.45	S. 16
Dr. Hauser	Poe and Company: The Fantastic...	Do 16.15-17.45	S. 17
Prof. Nünning	Fictions of Migration	Di 12.15-13.45	S. 24
Dr. Schiffmann	Universal Grammar I: History	Fr 13.00-14.30	S. 9
Dr. Schiffmann	Universal Grammar II: Present	Fr 14.45-16.15	S. 9

14. Lektürekurse

Lektürekurs für Examenskandidaten: Mittelenglisch (14-tägig)

Di 16.15-17.45	2st	Priv.-Doz. Dr. Insley	AS 115
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Dieser Kurs ist in erster Linie an Examenskandidaten gerichtet, die sich auf eine Prüfung in historischer englischer Sprachwissenschaft vorbereiten. Es werden ausgewählte Texte aus Chaucers *Canterbury Tales* gelesen, übersetzt und sprachgeschichtlich erörtert. Zum Vergleich werden Texte aus anderen Dialektgebieten herangezogen. Anmeldung unter: ni0@ix.urz.uni-heidelberg.de

Literatur: Die Texte werden vom Kursleiter zur Verfügung gestellt.

Kein Scheinerwerb/*No credits*.

English Drama in the 19th Century (fortnightly)

Do 16.15-17.45

2st

Dr. Hertel

AS 113

In this course – taking place every other week only – we shall try to trace the development of English drama in the course of the 19th century. Different from the ‘usual’ overviews in literary history, though, we will start off by going backwards in time, i.e. from late Victorian writers back to the beginning of the 19th century.

Since English drama of that period is not among the most popular topics in English studies today, we will begin with the well-known playwrights G.B. Shaw and Oscar Wilde and, by going backwards, ask ourselves how these late Victorian authors experienced the situation of the theatre at the time and what it was exactly that made them ‘innovative’ compared to their 19th century predecessors.

We shall furthermore come across names like H.A. Jones and A.W. Pinero, will look into Victorian genre conventions like the farce and melodrama, get acquainted with the work of some women playwrights and will finally end up in the Romantic period.

Registration: This class is open for students of all semesters, no preparation required. Please register personally or by email (Kirsten.Hertel@urz.uni-heidelberg.de).

Literatur: A provisional program will be given in the first session, but your own wishes or suggestions of texts to be dealt with are more than welcome!

Kein Scheinerwerb/*No credits*.

15. Schlüsselkompetenz-Tutorien

Schreiben von Hausarbeiten in englischer Sprache

Do 16.15-17.45

2st

Matthew Gardner

AS 114

This tutorial is designed to assist students with any aspect of producing a written term paper in English. Some of the topics which will be covered are: presentation of an academic paper, research, effective reading, structuring an academic paper, citation and academic writing style. In order that students may practise some of the areas listed above homework will be set each week. At least three pieces of homework must be handed in during the semester. Students are encouraged to attend class on a regular basis to get the most out of this tutorial as many of the classes will build on material that has been covered earlier in the semester. The language of this tutorial is in English, however you may ask for clarification in German. There will also be the opportunity for students to discuss work in progress through individual tutorials both during the semester and throughout the vacation. If you have any further questions please send me an e-mail.

N.B.: The first class will be on Thursday 19 October.

Registration: There are limited places available in this tutorial and early registration is recommended. To register please send an e-mail to: matthew.gardner@urz.uni-heidelberg.de.

Teilnahmebescheinigung.

Bitte beachten Sie: Es werden im Wintersemester 2006/2007 **weitere Schlüsselkompetenz-Tutorien** angeboten. Die aktuellsten Informationen dazu finden Sie online im Vorlesungsverzeichnis (<http://www.as.uni-hd.de>): Hierbei ist zu beachten, daß die PDF-Version – über "Download des KVV (PDF...)" – der vorliegenden Druckversion, d.h. dem Informationsstand vom 18. Juni 2006 entspricht; die aktuellsten Informationen zum Kursangebot finden Sie über den Link "WS 2006/2007".