

Aktuelle Änderungen

5.7.2009

Nach Redaktionsschluss eingegangene Änderungen am Lehrprogramm im Wintersemester 2009/2010:

Folgende angekündigte Lehrveranstaltungen finden nicht statt

- Das PS II Literaturwissenschaft zu „Captivity Narratives“ von Frau Dr. Fischer-Hornung (siehe Seite 30) entfällt.

Folgende Lehrveranstaltungen finden zusätzlich statt

- Zusätzliches Oberseminar „Angst“:
Profs. Kämmerer und Schnierer: Dienstag 16.15-17.45 in Raum 333

Dieses Oberseminar findet im Rahmen der Heidelberger Graduiertenschule für Geistes- und Sozialwissenschaften (HGGS) statt. Es steht sowohl Studierenden der HGGS als auch den Doktoranden von Frau Kämmerer und Herrn Schnierer offen. Im Rahmen der von der HGGS geübten Praxis, Konzepte der Geistes- und Sozialwissenschaften interdisziplinär zu beleuchten, werden wir uns dem Thema Angst, Angstüberwindung und Angsterzeugung aus psychotherapeutischer und literaturwissenschaftlicher Perspektive nähern. Dabei wird es um grundlegende psychologische Kategorien ebenso gehen wie um die Angst als Thema, Motiv und Effekt von Texten – bis hin zur Angst vor der Literatur.

- Im PS II von Frau Dr. Hänßgen über Cynthia Ozick am Mittwoch 11.15-12.45 (siehe Seite 32) kann auch ein EPG-Schein erworben werden.

Sonstige Änderungen

- Das PS II moderne Sprachwissenschaft über „Cultural Dimensions of Language and Communication“ von Herrn Dr. Polzenhagen findet nicht wie (auf Seite 21) angekündigt mittwochs statt, sondern donnerstags 16.15-17.45 in Raum 110.
- Die Lehrveranstaltungen von Frau Dr. Fischer-Hornung beginnen erst in der zweiten Vorlesungswoche.
- alle Phonetik Begleitkurse finden im Zentralen Sprachlabor in Raum 320 statt.

Die Internetversion des Vorlesungsverzeichnisses (www.as.uni-heidelberg.de/kvv) wird laufend aktualisiert.

5. Juli 2009, H. Jakubzik

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1 Einleitung

Die Kommentierten Ankündigungen enthalten Hinweise auf den Inhalt der einzelnen Vorlesungen, Seminare und Übungen des jeweiligen Semesters. Sie informieren außerdem über das Anmeldeverfahren, die Teilnahmevoraussetzungen, Leistungspunktevergabe und ggf. über die von Ihnen während der Semesterferien zu leistende Vorbereitung. Die erforderlichen Nachträge und Berichtigungen werden in den ersten Aprilwochen online bekanntgegeben. Bitte überprüfen Sie die Angaben zu Zeit und Ort der Lehrveranstaltungen auf der Homepage: <<http://www.as.uni-hd.de>>. Der Redaktionsschluß dieser Druckversion war der 21. Juni 2009.

1.1 Termine und Fristen

Allg. Vorlesungsbeginn am Anglistischen Seminar: Dienstag, 13. Oktober 2009

Ende der Vorlesungszeit: Samstag, 6. Februar 2010

Vorlesungsfreie Tage: 23.12.2009 – 6.1.2010

Orientierungseinheit für Studienanfänger: Mittwoch, 7. Oktober 2009

Anmeldefrist (online Kurswahl): 21. September bis einschließlich 8. Oktober 2009

1.2 Der Bachelor Studiengang

Seit Wintersemester 2007/2008 bietet das Anglistische Seminar folgende Bachelor-Studiengänge an:

- 25% B.A. Englische Sprachwissenschaft
- 25% B.A. Englische Literaturwissenschaft
- 25% B.A. Englische Kulturwissenschaft
- 50% B.A. Englische Sprach-, Literatur- und Kulturwissenschaft
- 75% B.A. Englische Sprach-, Literatur- und Kulturwissenschaft

Welche Lehrveranstaltungen Sie im Bachelor belegen sollten, sehen Sie am besten an der Modularisierung, die Sie in der Rubrik „Im Studium/Prüfungsangelegenheiten“ von unserer Homepage herunterladen können. Selbstverständlich werden Sie auch am Orientierungstag informiert.

Die Modulzugehörigkeit der Lehrveranstaltungen finden Sie im vorliegenden Dokument jeweils in einer kleinen Tabelle unter der Kapitelüberschrift. Dort finden Sie auch Angaben über die jeweils vergebenen Leistungspunkte (weitere Details dazu stehen zum Teil in den einzelnen Kursbeschreibungen).

Die Namen der Kurstypen haben sich zum Teil gegenüber den Bezeichnungen im Lehramts- und Magisterstudiengang geändert. Im vorliegenden Vorlesungsverzeichnis werden immer beide Bezeichnungen geführt; zuerst die neue Bezeichnung, und dann, durch einen Schrägstrich getrennt, die alte. z. B. bedeutet „Grammar/Grammar and Style I“, dass B.A.-Studierende hier einen „Grammar“ Schein erwerben können, während Lehramts- und Magisterstudierende den Schein „Grammar and Style I“ erwerben können.

Die weniger offensichtlichen Fälle sind in folgender Tabelle verzeichnet:

Aktuelle Bez.	B.A.	Lehramt und Magister
Proseminar I Kulturwissenschaft (anwendungsorientiert)/ Landeskunde	Proseminar I Kulturwissenschaft (anwendungsorientiert)	Landeskunde
Proseminar I Kulturwissenschaft (theoretisch)	Proseminar I Kulturwissenschaft (theoretisch)	-- kein Schein --
Proseminar II Kulturwissenschaft/ Landeskunde	Proseminar II Kulturwissenschaft	Landeskunde
Proseminar II moderne Sprachwissenschaft	Proseminar II moderne Sprachwissenschaft	Proseminar I Sprachwissenschaft
English in Use	English in Use	-- kein Schein --
Advanced English in Use	Advanced English in Use	-- kein Schein --

In den Rubriken Landeskunde und Proseminar I Sprachwissenschaft werden die Lehrveranstaltungen noch einmal extra unter diesen Überschriften gruppiert.

1.3 Der Master Studiengang

Seit Sommersemester 2009 bietet das Anglistische Seminar den konsekutiven Master-Studiengang English Studies an, der im Haupt- oder Begleitfach jeweils mit einem Schwerpunkt in Literatur- oder in Sprachwissenschaft studiert werden kann.

Welche Lehrveranstaltungen Sie im Master belegen sollten, sehen Sie am besten an der Modularisierung, die Sie in der Rubrik „Im Studium/Prüfungsangelegenheiten“ von unserer Homepage herunterladen können. Selbstverständlich werden Sie auch am Orientierungstag informiert.

Die Modulzugehörigkeiten der Lehrveranstaltungen finden Sie im vorliegenden Dokument jeweils unter der Kapitelüberschrift. Dort finden Sie auch Angaben über die vergebenen Leistungspunkte (weitere Details dazu stehen zum Teil in den einzelnen Kursbeschreibungen).

1.4 Wichtige Hinweise zum Anmeldeverfahren

Grundsätzlich wird zwischen zwei Anmeldeverfahren unterschieden:

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

Persönliche Anmeldung

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

Online-Formularanmeldung („Kurswahl“)

Kurstypen mit diesem Anmeldemodus (Einführungsveranstaltungen und -tutorien, sprachpraktische Übungen, Fachdidaktik) sind durch einen entsprechenden Hinweis („Anmeldung per Online Formular“) gekennzeichnet.

Am Tag nach Ablauf der Anmeldefrist werden die Listen mit den Kursen und ihren jeweiligen Teilnehmer/innen am Institut ausgehängt; außerdem können Sie in „SignUp“ online einsehen, in welchen Kursen Sie einen Platz erhalten haben.

Regeln der Anmeldung:

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

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

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

Pronunciation Practice, Zier, Wednesday 11.15 – 12.00 9 Punkte

Pronunciation Practice, Zier, Friday 11.15 – 12.00 4 Punkte

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

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

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

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

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

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

1.5 Orientierungseinheit für Studienanfänger

Am Mittwoch, dem 7. Oktober 2009 findet in Raum 108 des Anglistischen Seminars von 10 bis 18 Uhr eine Orientierungseinheit für Studienanfänger statt. Dieses eintägige Tutorium, das aus Studiengebühren finanziert wird, ermöglicht Studienanfängern einen erfolgreichen und reibungslosen Einstieg in das Studium am Anglistischen Seminar. Erfahrene Studierende höherer Semester bieten in kleineren Gruppen wertvolle Hilfestellung bei der Stundenplangestaltung, geben Tipps zur Organisation des Studienalltags und helfen bei einer ersten Orientierung im Seminar. Darüber hinaus bietet das Tutorium die Möglichkeit, sowohl Studierende als auch Lehrende in einem ungezwungenen Rahmen kennenzulernen. Für einen guten Start in das Studium wird die Teilnahme allen Studienanfängern dringend empfohlen.

gez. Kathrin Pfister

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

Endredaktion: H. Jakubzik & D. Hock
Redaktionsschluss: 21.6.2009

2 Vorlesungen

2.1 Vorlesung moderne Sprachwissenschaft

Bachelor-Modul	Studiengang/Semester
Linguistic Core Studies	25% Sprachwissenschaft, 50% oder 75% 2.-3. Semester
Intermediate Studies Linguistics and Culture	75% Wahlpflichtmodul 4.-6. Semester
Intermediate Studies Linguistics and Literature	75% Wahlpflichtmodul 4.-6. Semester
Master Hauptfach:	
Intermediate Studies in English Linguistics, Advanced Studies in English Linguistics	
Master Begleitfach:	
Essential Intermediate Studies English Linguistics, Lectures in English Linguistics	
4.0 credit points (CP)	
Course Requirements (unless noted otherwise): Regular attendance (1 CP), course preparation/homework assignments (2 CP) and written term paper or exam (1 CP).	

Contrastive Linguistics

Priv.-Doz. Dr. S. Kleinke Tuesday 16:15 – 17:45 room TBA, see online 2hrs.

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

Texts: Recommended introductory reading:

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

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

British vs. American English

Prof. B. Glauser Wednesday 12:15 – 13:00; Thursday 12:15 – 13:00 AWI 0017 2hrs.

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

2.2 Vorlesung historische Sprachwissenschaft

Bachelor-Modul	Studiengang/Semester
Intermediate Studies Linguistics	25% Sprachwissenschaft 4.-5. Semester
Intermediate Studies Linguistics and Culture	75% Wahlpflichtmodul 4.-6. Semester
Intermediate Studies Linguistics and Literature	75% Wahlpflichtmodul 4.-6. Semester
Master Hauptfach:	
Intermediate Studies in English Linguistics, Advanced Studies in English Linguistics	
Master Begleitfach:	
Essential Intermediate Studies English Linguistics, Lectures in English Linguistics	
4.0 credit points (CP)	
Course Requirements (unless noted otherwise): Regular attendance (1 CP), course preparation/homework assignments (2 CP) and written term paper or exam (1 CP).	

A short History of English to 1700

Prof. J. Insley Tuesday 16:15 – 17:45 110 2hrs.

The aim of this course of lectures is to provide a short history of English from its Germanic origins to the End of the Early Modern Period around 1700. The course will include a brief survey of the major developments in phonology and morphology, as well as of the key elements in the development of English vocabulary and syntax. Due attention will be paid to the external factors influencing the history of English, in particular, to the Danish Invasions, the Norman Conquest and the Reformation. The history of texts and the relevance of incidental information, such as that provided by place-names, will be taken into account. Previous accounts of the history of English will be critically examined.

Texts: A bibliography will be provided.

2.3 Vorlesungen Literaturwissenschaft

Bachelor-Modul	Studiengang/Semester
Intermediate Studies Literature	25% Literaturwissenschaft 4.-5. Semester
Literary Core Studies	25% LW, 50% oder 75% 2.-3. Semester
Intermediate Studies Linguistics and Culture	75% Wahlpflichtmodul 4.-6. Semester
Intermediate Studies Linguistics and Literature	75% Wahlpflichtmodul 4.-6. Semester
Master Hauptfach: Intermediate Studies in Literature, Advanced Studies in Literature	
Master Begleitfach: Essential Intermediate Studies Literature, Lectures in Literature	
4.0 credit points (CP)	
Course Requirements (unless noted otherwise): Regular attendance (1 CP), course preparation/homework assignments (2 CP) and written term paper or exam (1 CP).	

Making America: Colonial Period and Early Republic

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

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 texts historical documents, 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 outgrowth of a deep human need.

In this semester we will discuss the ‘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: The Norton Anthology of American Literature, ed. by Nina Baym et al. (Volume A of the 7th and 6th editions; Volume 1 of earlier editions). Forster’s *Coquette* is available in a Penguin edition (together with Rawson’s *Charlotte Temple*); Brown’s *Arthur Mervyn* is published in paperback by Aegypan.

Ringvorlesung Literaturgeschichte

Montag 18:15 – 19:45 108 2st.

Diese Ringvorlesung, die für uns alle ein Experiment darstellt, hat drei Funktionen: Zum einen soll sie den regelmäßigen ZuhörerInnen einen Überblick über die Geschichte der englischsprachigen Literatur seit der Renaissance vermitteln. Zum zweiten soll sie wichtige Texte exemplarisch vorstellen und ausdeuten, und drittens ist sie, weil jede Woche ein(e) andere(r) Dozent(in) vorträgt, eine Art wissenschaftlicher Vorspeiseteller, der Ihnen ermöglicht, die kreative Vielfalt unseres Seminars kennenzulernen.

Modernism in US Literary Culture 1880-1950

Prof. G. Leypoldt Wednesday 11:15 – 12:45 room TBA, see online 2hrs.

This course of lectures will review the emergence of transatlantic modernism in the United States between the 1880s and 1940. Our main focus will lie on the literary manifestations of the modernist movement, the shifts in aesthetic and cultural sensibilities that run in a line of continuation from the late novels of Henry James to William Faulkner and John Dos Passos, and from the poetics of Walt Whitman to the work of T.S. Eliot, Ezra Pound, Hilda Doolittle, Wallace Stevens, and William Carlos Williams. We will also discuss relevant early-twentieth-century cultural contexts of the

modernist movement (Fordism; cultural professionalism; the new urban environment; immigration; imperial expansion; ethnic pluralism and the vogue of exoticism/primitivism, etc.).

Texts: Most of the primary texts are contained in the *Norton* and *Heath* anthologies of American Literature.

As introductory texts, see Emory Elliot, *Columbia Literary History of the United States*, part 4, and, for more in-depth background reading, Sacvan Bercovitch, *Cambridge History of American Literature*, vols. 5 and 6.

2.4 Vorlesung Kulturwissenschaft

Bachelor-Modul	Studiengang/Semester
Cultural Core Studies	25%, 50% oder 75% Kulturwiss. 2.-3. Semester
Intermediate Studies Culture	25% Kulturwiss. 4.-5. Semester
Intermediate Studies Linguistics and Culture	75% Wahlpflichtmodul 4.-6. Semester
Intermediate Studies Linguistics and Literature	75% Wahlpflichtmodul 4.-6. Semester
4.0 credit points (CP)	
Course Requirements (unless noted otherwise): Regular attendance (1 CP), course preparation/homework assignments (2 CP) and written term paper or exam (1 CP).	

Introducing Cultural Studies

Dr. S. Herbrechter Friday 09:15 – 10:45 108 2hrs.

Cultural studies has established itself as a subject in its own right. From its origins as a political and didactic project it had to transform itself in order to fit within existing and changing parameters of the university. This *Vorlesung* follows the history of cultural studies' gradual institutionalisation and critically evaluates the transformation of its knowledgebase from "emergent" into "residual" (Raymond Williams) knowledges. To what extent has cultural studies, which set out to dissolve the canon in various disciplines (English, sociology, psychology, philosophy, etc.), constructed its own canon? What kind of knowledges does cultural studies produce and what other knowledges does it exclude? Cultural studies' (political, methodological, ethical etc.) strategies (or "critical practices") will be introduced, and its main themes and issues (or "cultural practices") investigated. The course starts from cultural studies' political notion of culture and analyses cultural texts and practices that are concerned with negotiating and constructing "discursive objects" like "truth", "politics", "identity", "class", "race", "childhood", "literature", etc.

Texts:

Baldwin, Elaine et al. Eds. (1999) *Introducing Cultural Studies*, London: Prentice Hall.

Barker, Chris (2008) *Cultural Studies*, Third edition, London: Sage.

Belsey, Catherine (2002) *Critical Practice*, repr., London: Routledge.

Cavallaro, Dani (2001) *Critical and Cultural Theory*, London: Athlone/Continuum.

Easthope, Antony and Kate McGowan, eds. (2004) *A Critical and Cultural Theory Reader*, Maidenhead: Open University Press.

Lewis, Jeff (2001) *Cultural Studies: the Basics*, London: Sage.

Oswell, David (2006) *Culture and Society: An Introduction to Cultural Studies*, London: Sage.

Thwaites, Tony, *et al.* (2002) *Introducing Cultural and Media Studies*, London: Palgrave.

Walton, David (2008) *Introducing Cultural Studies: Learning through Practice*, London: Sage.

Making America: Colonial Period and Early Republic

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

Description see page 9.

3 Einführungsveranstaltungen

3.1 Introduction to English Phonology and Phonetics

Anmeldung per Online-Formular erforderlich.

Bachelor-Modul

Studiengang/Semester

Phonetics

25% Sprachwiss., 25% Literaturwissenschaft
oder 25% Kulturwissenschaft, 1.-2. Semester

Phonetics, Grammar, Writing

50% 1.-3. Semester; 75% 1.-2. Semester

3.5 credit points (CP)

Course Requirements: Regular attendance (1 CP), course preparation & homework assignments (1.5 CP), final exam (1 CP)

Dr. N. Nesselhauf Monday 14:15 – 15:45 Neue Uni HS 10 2hrs.

In this introductory lecture, we will be dealing with (English) sounds from both a more theoretical and a more applied perspective. After a general introduction to the fields of phonetics and phonology, the sound systems of the English language will be considered in detail. We will focus on the British and American standard accents, but also look at further accents of English whenever appropriate. Throughout, special attention will be given to potential pronunciation difficulties of German-speaking learners of English. In addition, the lecture will also be concerned with the accurate transcription of English texts.

Note: There will be tutorials accompanying the lecture. Also, students need to take the pronunciation class “Begleitkurs Phonetik” (see page 56), either BrE or AmE, in the language lab, preferably in the same semester as the lecture.

Registration: No registration is needed for the lecture, but you need to sign up online for the Begleitkurs.

Texts:

For both the lecture and the *Begleilkurs* one of the following books should be obtained:
Sauer, Walter. 2006. *A Drillbook of English Phonetics*. Heidelberg: Winter (3rd or 2nd edition). [for British English]

Sauer, Walter. 2006. *American English Pronunciation*. Heidelberg: Winter (3rd or 2nd edition). [for American English]

Also recommended for the lecture: Collins, Beverley, and Inger M. Mees. 2003. *Practical Phonetics and Phonology*. London/New York: Routledge.

3.2 Introduction to Linguistics

Anmeldung per Online-Formular erforderlich.

Bachelor-Modul**Studiengang/Semester**

Introduction to Linguistics

25% Sprachwissenschaft, 1. Semester

Introduction Module

50% oder 75% 1. Semester

5.0 credit points (CP)

Course requirements: Regular attendance of lecture course (1 CP) and tutorials(1 CP), preparation/homework (2 CP), final test (1 CP)

Für den Scheinerwerb ist die Teilnahme an den Begleittutorien erforderlich, zu denen Sie sich vor Semesterbeginn online anmelden müssen. Die Termine der Tutorien standen am Redaktionsschluss dieses Dokuments (21.6.2009) noch nicht fest. Bitte informieren Sie sich rechtzeitig auf den Internetseiten des Instituts: <www.as.uni-hd.de>.

Priv.-Doz. Dr. S. Kleinke Thursday 09:15 – 10:45 room TBA, see online 2hrs.

The aim of this lecture course is to introduce students to the main ideas and concepts in English linguistics. We will start off by considering what language and linguistics are, look at key concepts in semiotics, phonetics and phonology, morphology, syntax, semantics, pragmatics and sociolinguistics, and conclude with a survey of historical linguistics, covering the main developments from Old English to Present-Day English. There will be an accompanying compulsory tutorial taught by advanced students where the basic tools and techniques linguists require for their trade are presented, the main issues treated in the lecture will be repeated and applied in practical exercises.

Texts: A reader with texts for the lecture class and tutorials will be available, but students may want to obtain one of the textbooks listed below (in alphabetical order, not in order of recommendation).

Laurel Brinton. 2000. *The Structure of Modern English: A Linguistic Introduction*. Amsterdam: John Benjamins.

Stephan Gramley and Kurt Michael Pätzold. 2004. *A Survey of Modern English*. London: Routledge.

Ernst Leisi und Christian Mair. 1999. *Das heutige Englisch: Wesenszüge und Probleme*. Heidelberg: Winter.

Paul Georg Meyer et al. 2002. *Synchronic English Linguistics: An Introduction*. Tübingen: Narr.

3.3 Introduction to the Study of English Literatures

Anmeldung per Online-Formular erforderlich.

Bachelor-Modul

Studiengang/Semester

Introduction to Literature

25% Literaturwissenschaft oder
25% Kulturwiss, 1. Semester

Introduction Module

50% oder 75% 1. Semester

5.0 credit points (CP)

Course requirements: Regular attendance of lecture course (1 CP) and tutorials(1 CP), preparation/homework (2 CP), final test (1 CP)

Für den Scheinerwerb ist die Teilnahme an den Begleittutorien erforderlich, zu denen Sie sich vor Semesterbeginn online anmelden müssen. Die Termine der Tutorien standen am Redaktionsschluss dieses Dokuments (21.6.2009) noch nicht fest. Bitte informieren Sie sich rechtzeitig auf den Internetseiten des Instituts: <www.as.uni-hd.de>.

Prof. P. Schnierer Monday 11:15 – 12:45 room TBA, see online 2hrs.

This course of lectures in English is designed to introduce you to the basics of our craft. Under the headings of “Literature and Text”, “Literary History”, “Literary Analysis” and “Interpretation” we shall address questions ranging from the simple (“What is the difference between an ellipsis and a lipogram?”) via the difficult (“Are computer games literature?”) to the unanswerable (“What exactly is good about Shakespeare?”)

There will be an accompanying compulsory tutorial where advanced students will (a) introduce you to the techniques and tools you need in your course of studies, (b) go over the lecture’s central issues again and (c) clarify what I may have left opaque. Nevertheless, I would like to encourage you to ask questions before, after and – emphatically – also during lectures.

Texts: In the first meeting you will get an accompanying reader with selected texts. I will also repeatedly refer to a handful of texts which I cannot reprint in full and which you ought to have read by the middle of November: William Shakespeare’s *Hamlet*, T.S. Eliot’s *The Waste Land* (don’t expect to understand much of it yet) and Daniel Defoe’s *Robinson Crusoe*.

4 Proseminare

4.1 Proseminar I Sprachwissenschaft

Anmerkung für Magister und Staatsexamen: Studierende im Studiengang Magister oder Staatsexamen können auch einen Schein **PS I Sprachwissenschaft** in den Kursen **Proseminar II moderne Sprachwissenschaft** (siehe Seite 20) erwerben.

Bachelor-Modul

Studiengang/Semester

Linguistic Core Studies

25%, 50% oder 75% Sprachwissenschaft 2.-3. Semester

5.5 credit points (CP)

Course Requirements (unless noted otherwise):

Regular attendance and active participation (1 CP), oral presentation (1 CP), course preparation/homework assignments (1,5 CP) and written term paper (2 CP).

Introduction to Semantics

A. Bölling Tuesday 09:00 – 10:30 108 2hrs.

As Saeed (1997: 6) puts it, “analysing a speaker’s semantic knowledge is an exciting and challenging task.” This course will deal with semantic description as well as sentence relations. Furthermore, different theoretical approaches will be discussed.

Registration: Application by e-mail to <a.boelling@googlemail.com>

Texts: A comprehensive reader will be prepared by the beginning of the semester.

The following books serve as a suitable preparation.

Lappin, Shalom 1996. *The handbook of contemporary semantic theory*. Oxford: Blackwell.

Saeed, John I. 1997. *Semantics*. Oxford: Blackwell.

Selected Topics in English Grammar

Dr. F. Polzenhagen Tuesday 14:15 – 15:45 333 2hrs.

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

constructions, cleft constructions and various word-order phenomena as means of functional sentence perspective. The theoretical concept underlying the last part of the course is the cognitive-linguistic notion of ‘event schemas’ and we will look at the syntactic realisation of these schemas.

Texts: A reader with the course material and a course script will be available

Language Acquisition and Cognition – a Humanistic Perspective on Child Language

Dr. M. Schiffmann Tuesday 14:15 – 15:45 112 2hrs.

There is no question that language is embedded in a much larger framework of human cognition. In recent years, I have taught several seminars on children’s language acquisition; this seminar will deal with the question of how language acquisition is related to the child’s general cognitive development. We will learn how children learn to grasp quantification, reference, coordination, part-whole connections, possession, and much more, and how they learn it through language and accompanying language.

The seminar will be based on a book by linguist Tom Roeper *The Prism of Grammar: How Child Language Illuminates Humanism* which is full of suggestions for explorations and experiments that we, the readers can do ourselves by simply communicating with children. About the book Roeper’s colleague Noam Chomsky writes: “Lucid and engaging, *The Prism of Grammar* leads the reader from striking observations and experiments with children that anyone can carry out to subtle and intricate issues that concern every parent – in fact anyone seeking to understand who we are and what we should be.”

In the end, you will have a solid knowledge about both language and cognitive development in young children.

Registration: For application, send an e-mail to <mikschiff@t-online.de>. I can take in no more than 30 participants.

Texts: Tom Roeper, *The Prism of Grammar. How Child Language Illuminates Humanism*, MIT Press, Cambridge MA 2007, € 15.99. A PDF and a Xerox copy of the book will be made available to the participants of the seminar.

Thinking Linguistically: Linguistics, English and Otherwise

Dr. M. Schiffmann Wednesday 14:15 – 15:45 116 2hrs.

What do you do when you pluralize nouns, form questions, contract forms such as *want to* to *wanna*, or when you construct meanings from the syntactic structure of a sentence? These questions seem utterly trivial, but cease to do so once one takes a step back to take a deeper look. Other languages pluralize nouns, form questions, contract forms, and construct meanings differently from English in a way that seems “wild” and unguided by any general rule.

But is language really “a human activity that varies without assignable limit” as the famous American linguist Edward Sapir held, and do languages really “differ from each other without limits and in unpredictable ways,” as another important linguist had it about fifty years ago? To dig into this question, we will look into how plurals are formed in the American Indian language Kiowa, how to construct questions in the Mexican language Tohono O’odham and Mandarin

Chinese, how to contract in Brazilian Portuguese, and how to derive meanings from the complicated one-word sentences in languages such as Mohawk.

How does this help you with the English language, which is after all what you are studying at the AS? A lot, as we will see. Throughout, we will systematically compare the properties and features of the more exotic languages that come into play with the properties and features of English, and English itself will emerge as only a special case of a larger species of communicative systems which we might rightfully call *Human*.

Registration: For application, send an e-mail to <mikschiff@t-online.de>. I can take in no more than 30 participants.

Texts: Maya Honda & Wayne O'Neil, *Thinking Linguistically. A Scientific Approach to Language*, Blackwell, London 2008, € 23.99. A PDF and a Xerox copy of the book will be made available to the participants of the seminar.

Varieties of English

A. Bölling Thursday 09:00 – 10:30 108 2hrs.

This course will deal with the diversity of varieties of the English language around the world. Apart from all main national standard varieties, regional, ethnic, and social differences will be discussed. Since the articles presented in the groundbreaking handbook *Varieties of English* (2008) have a common core, cross-linguistic comparisons will also form part of this course.

Registration: Application by e-mail to <a.boelling@googlemail.com>

Texts: A comprehensive reader will be prepared by the beginning of the semester.

Serving as state-of-the-art reports on major issues in current research, the following books are a suitable preparation.

Burridge, Kate, Bernd Kortmann et al. (eds) 2008. *Varieties of English*. 4 volumes. Berlin: Mouton de Gruyter.

Pidgins and Creoles

A. Bölling Tuesday 14:00 – 15:30 108 2hrs.

Mo pe aste sa banan. If you did not immediately figure out that the preceding sentence means *I am buying the banana*, this course will hopefully clarify your confusion.

In *Pidgins and Creoles* (1988), Holm maps over eighty such languages in the world, 35 of which are English-based. But what exactly do we mean by referring to these two types of languages?

Apart from an introductory overview, this course will deal with the characteristics of various pidgins and creoles.

Registration: Application by e-mail to <a.boelling@googlemail.com>

Texts: A comprehensive reader will be prepared by the beginning of the semester.

The following book serves as a suitable preparation.

Holm, John 2000. *An introduction to pidgins and creoles*. Cambridge: Cambridge University Press.

What's all this TAM-TAM!? – The Morphosyntax of TENSE, ASPECT, and MOOD

N. Wenger Thursday 11:15 – 12:45 110 2hrs.

Are you afraid of verb clusters like the following: *Students should not have been working less...*? You shouldn't be. What at first sight looks like a string of verbs designed to frighten you, actually conveys a rich, fascinating, and structured array of meanings.

The grammatical sources of these meanings are what you (might) know as TENSE, ASPECT, and MOOD (TAM). However, TAM are not just categories made up by some linguists; rather, they reflect how we humans conceive of events we witness in the world around us – *TAM truly are a window into the human mind*.

Based on Reichenbach's famous model, we will first define the functional domain for each category, uncovering the abstract and often subtle shades of meaning they span. In parallel, we will establish the morphology it takes to build TAM into words. Eventually, we will examine the well-behaved regularity with which all these TAM-forms are scattered across sentences (not only in English).

Come and join in deconstructing intractable things like the PRESENT PERFECT, or the (vestiges of the) SUBJUNCTIVE. Afterwards, you'll be much more comfortable with verb clusters, I promise.

Registration: Drop me a mail if interested <neven.wenger@gmx.net>

Texts: A reader comprised of carefully selected texts will be made available in electronic and physical form.

English Word-Formation

M. Zier Wednesday 16:15 – 17:45 114 2hrs.

In this seminar, we will be dealing with aspects of English word-formation. New words are created everyday – expressions like “to google” or “obamania” are just two of numerous examples. Among other things, we will discuss different word-formation processes as well as what it takes for a new word to be institutionalised and lexicalised. We will also cover different approaches to word-formation and word-formation in first and second language acquisition.

Registration: To register, please send an e-mail to <Martina.Zier@as.uni-heidelberg.de.>

Texts: A detailed reading list will be provided in the first session.

4.2 Proseminar II historische Sprachwissenschaft (Überblick)

Bachelor-Modul	Studiengang/Semester
Intermediate Studies Linguistics	25% Sprachwissenschaft 4.-5. Semester
Intermediate Seminar Linguistics and Culture	50% Wahlpflichtmodul 4.-6. Semester
Intermediate Seminar Linguistics and Literature	50% Wahlpflichtmodul 4.-6. Semester
Intermediate Studies Linguistics and Culture	75% Wahlpflichtmodul 4.-6. Semester
Intermediate Studies Linguistics and Literature	75% Wahlpflichtmodul 4.-6. Semester
Master Hauptfach: Intermediate Studies in English Linguistics	
Master Begleitfach: Essential Intermediate Studies English Linguistics – 4 CP (!)	
6.0 credit points (CP)	
Course Requirements (unless noted otherwise):	
Regular attendance and active participation (1 CP), oral presentation (1 CP), course preparation/homework assignments (2 CP) and written term paper or exam (2 CP).	

An Introduction to the History of English

Dr. F. Polzenhagen Tuesday 11:15 – 12:45 110 2hrs.

Dr. F. Polzenhagen Thursday 14:15 – 15:45 333 2hrs.

This course will give an introductory overview of the development of the English language. In its first part, we will look at the main historical periods of the English language (Old English, Middle English, Early Modern English). Here, the focus will be on the reflection of historical changes and socio-cultural realities in the development of the lexicon of English. In the second part of the course, some theoretical and methodological problems and approaches in studying historical varieties will be discussed. In the third part, we will deal with specific kinds of changes (phonological, morphological, syntactical, lexical and semantic) that have taken place in the history of English in more detail. Finally, a brief introduction to historical and diachronic computer corpora of English will be given.

Texts: A reader with the course material and a course script will be available

Language Change

Dr. M. Eitelmann Monday 16:15 – 17:45 110 2hrs.

“In language,” the German philosopher Wilhelm von Humboldt noted in 1983, “[t]here can never be a moment of true standstill (...), just as little as in the ceaseless flaming thought of men. By nature it is a continuous process of development.” In the course of this semester, we will be concerned with the question of why language changes generally and how this change can be described and explained in concrete cases. We will look at language change on all levels of linguistic survey (phonology, spelling, morphology, syntax, semantics) and models that try to explain these changes (such as language economy, analogy, grammaticalization and lexicalization).

The history of the English language will serve as illustrative material, demonstrating that on the one hand external factors such as language contact play a crucial role, and that on the other hand there are a number of internal systematic mechanisms that lead to change.

Texts: Recommended as a fine introduction to the topic:

the chapter on “Language Change” from Crystal, David. (1987). *The Cambridge Encyclopedia to Language*. Cambridge: Cambridge University Press, pp. 328-333.

Aitchison, Jean. (2001). *Language Change. Progress or Decay?* Cambridge: Cambridge University Press.

McMahon, April. (2002). *Understanding Language Change*. Oxford: Oxford University Press.

4.3 Proseminar II historische Sprachwissenschaft (Periode)

Bachelor-Modul	Studiengang/Semester
Intermed. Sem. Linguistics, Literature & Culture	75% 3.-5. Semester
Intermediate Studies Linguistics and Culture	75% Wahlpflichtmodul 4.-6. Semester
Intermediate Studies Linguistics and Literature	75% Wahlpflichtmodul 4.-6. Semester
Master Hauptfach: Intermediate Studies in English Linguistics	
Master Begleitfach: Essential Intermediate Studies English Linguistics – 4 CP (!)	
6.0 credit points (CP)	
Course Requirements (unless noted otherwise):	
Regular attendance and active participation (1 CP), oral presentation (1 CP), course preparation/homework assignments (2 CP) and written term paper or exam (2 CP).	

Einführung ins Altenglische

Dr. E. Hänßgen Dienstag 11:15 – 12:45 116 2st.

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 anhand des Altenglischen exemplarisch behandelt werden. Der Stoff soll von den Teilnehmer/innen zunächst häuslich erarbeitet und dann in den Seminarsitzungen erörtert und vertieft werden. Im Kurs werden wir auch englische Terminologie der historischen Linguistik erarbeiten.

Texte: Kursbuch: Weimann, Klaus. 1995. *Einführung ins Altenglische*. Uni-Taschenbücher, 1210. Heidelberg; Wiesbaden: Quelle & Meyer. (s. Lehrbuchsammlung und Reader in der Seminarbibliothek)

Zur Vorbereitung empfohlen: Baugh, Albert C. and Thomas Cable. 2002. *A History of the English Language*. London: Routledge. 18-126.

Einführung ins Mittelenglische

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

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

Anmeldung : Die Anmeldung zu dieser Veranstaltung erfolgt per e-mail an <volker.mohr@zsl.uni-heidelberg.de> unter Angabe des Betreffs “Mittelenglisch”.

Bitte teilen Sie mir Ihren Studiengang am Anglistischen Seminar (z. B. Englisch Lehramt, Magister Hauptfach Sprachwissenschaft, 75% Bachelor) bei der Anmeldung mit.

Texts: Arbeitsblätter werden in der Veranstaltung ausgegeben.

Hinweis: Die Veranstaltung kann von Magister-, Lehramt- und 75%-Bachelor-Studierenden curricular besucht werden.

Teilnahmevoraussetzung: Absolviertes Proseminar I Sprachwissenschaft.

Introduction to Early Modern English

Dr. M. Isermann Monday 11:15 – 12:45 114 2hrs.

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

4.4 Proseminar II moderne Sprachwissenschaft

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

Bachelor-Modul

Studiengang/Semester

Intermediate Studies Linguistics and Culture 75% Wahlpflichtmodul 4.-6. Semester

Intermediate Studies Linguistics and Literature 75% Wahlpflichtmodul 4.-6. Semester

Master Hauptfach: Intermediate Studies in English Linguistics

Master Begleitfach: Essential Intermediate Studies English Linguistics – 4 CP (!)

6.0 credit points (CP)

Course Requirements (unless noted otherwise):

Regular attendance and active participation (1 CP), oral presentation (1 CP), course preparation/homework assignments (2 CP) and written term paper or exam (2 CP).

Descriptive English Linguistics

Dr. M. Schiffmann Wednesday 16:15 – 17:45 116 2hrs.

This seminar intends to give a firm base of knowledge in all realms of English linguistics. It will treat not only syntax and morphology, phonetics and phonology, and semantics, but also deal with the history of English, pragmatics, text linguistics and discourse analysis, and sociolinguistics. Starting out from the 4th edition of a tried and tested textbook, we will also explore various and differing theoretical models in linguistics such as construction grammar and generative grammar in syntax and relevance theory and Grice's conversational maxims in pragmatics.

We will ground our grasp of theory (or the theories) by regularly applying it (them) to linguistic material. i.e., we will do a lot of exercises. This seminar should be ideal for students preparing for the Hauptstudium, and also for students who want to prepare for the final exams in linguistics early on.

Registration: For application, send an e-mail to <mikschiff@t-online.de>. I can take in no more than 30 participants.

Texts: Paul Georg Meyer et al., *Descriptive English Linguistics. An Introduction*, 4th edition, Gunter Narr Verlag, Tübingen 2008, € 22.90.

Macrosociolinguistics

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

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 bilingualism/multilingualism and the language attitudes that are typical of certain social groups. From those two perspectives 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.

Course requirements: Regular attendance and active participation (1 CP), oral presentation (1 CP), course preparation/homework assignments (2 CP) and written term paper (2 CP).

Cultural Dimensions of Language and Communication

Dr. F. Polzenhagen Wednesday 14:15 – 15:45 333 2hrs.

In this course, we will look at language variation in English from a socio-cognitive perspective. In the theoretical part of the course, we will review approaches that deal with culture-related realisations in language and language varieties. Here, some influential ideas in the history of linguistics (by Humboldt and Whorf) concerning this topic will be discussed, an overview of various perspectives on culture in linguistic research will be given and recent developments in Cultural Linguistics and Cognitive Sociolinguistics will be introduced. In the application part, specific linguistic features of varieties of English will be analysed, in an exemplary way, against the background of their underlying socio-cultural meaning, i.e. as expressions of culture-specific conceptualisations, as markers of socio-cultural identity, as manifestations of specific world-views

or ideologies. Examples come from regional varieties (e.g. West African English, Hong Kong English) and social varieties (e.g. RP), and from various levels of language (e.g. accent, grammar, lexis). Then, the scope of analysis will be broadened to include group-specific language and discourse.

Texts: A reader with the course material and a course script will be available

4.5 Proseminar I Literaturwissenschaft

Bachelor-Modul

Literary Core Studies

Studiengang/Semester

25%, 50% oder 75% LW 2.-3. Semester

5.5 credit points (CP)

Course Requirements (unless noted otherwise):

Regular attendance and active participation (1 CP), oral presentation (1 CP), course preparation/homework assignments (1,5 CP) and written term paper (2 CP).

Shakespeare's Comedies

A. Stiebritz Friday 09:15 – 10:45 114 2hrs.

It is a fact that William Shakespeare wrote more comedies than tragedies and in the last decades critical interest in his comedies has increased. In addition to that, film makers have produced a great number of adaptations, which are as popular as the stage productions.

The recent revaluation of the Shakespearean comedy in critical studies is, among other things, indebted to its stylistic and thematic diversity and richness. This seminar combines close readings of two comedies, *A Midsummer Night's Dream* and *Much Ado About Nothing*, with detailed discussions of the history of the genre. We will also consider the traditions which influenced Shakespearean and Elizabethan comedy in order to elaborate the specific features of Shakespeare's comedies.

Texts: The Arden Shakespeare Editions of *A Midsummer Night's Dream* and *Much Ado About Nothing*

Visions of India

S. Schäfer Tuesday 11:15 – 12:45 115 2hrs.

The White Tiger, Aravind Adiga's novel has been called a story "of two Indias" in 2008, opposing the subcontinent's traditional society and the rising high-tech nation. In this class, we will explore the history and culture of India throughout the 20th century and work towards this present based on a reading of three prize winning-novels, E. M. Forster's *Passage to India* (1924), Arundhati Roy's *The God of Small Things* (1997) and Adiga's *The White Tiger* (2008). Narratological analysis of the texts will explain the techniques of literary representation in general, whereas questions related to imperialism and the postcolonial condition will offer a more particular perspective on the culture of the subcontinent. Also, both Bollywood and Parallel/Art movies will be included.

Apart from its thematic aims, the course is designed to support the development of academic reading, writing, and research skills, and to train the use of the literary analysis toolkit. Classroom discussion will be balanced with project work and participative activities. Students can obtain either a Literaturwissenschaft or a Kulturwissenschaft certificate in this class.

Registration: Registration exclusively via e-mail to <schaefer@as.uni-heidelberg.de>.

Texts: E. M. Forster, *Passage to India* (1924),
Arundhati Roy, *The God of Small Things* (1997),
Aravind Adiga, *The White Tiger* (2008).

There will also be a reader with additional texts available at the beginning of the semester.

Course requirements: Students are expected to complete quizzes and homework assignments throughout the semester (1,5 CP), give an oral presentation/do a project (1 CP) and write a term-paper (2 CP). Active and regular participation is a prerequisite. (1 CP)

Werewolf and Vampire: Manifestations of Otherness and the Transgression of Boundaries

Dr. K. Frank Wednesday 11:15 – 12:45 114 2hrs.

With the current popularity of Stephenie Meyer's *Twilight* series, the persistent appeal of vampire and werewolf figures hardly needs emphasising. When and how did these figures first emerge in cultural representations, which functions did they serve in the discursive fields of the time, and in which forms did they continue to be adapted and appropriated?

In this seminar, we will look at backgrounds, developments and interpretations of these two types and analyse their characteristic features. We will discuss their lasting appeal as figures exploring the boundaries of human existence and see how in their different manifestations in narrative fiction and film they come to be embedded in specific cultural contexts. To this end, we will discuss different theories of the fantastic, some film versions and, among others, texts by Robert Louis Stevenson, Bram Stoker, Angela Carter and Terry Pratchett.

Registration: Please register by e-mail: <Kerstin.Frank@as.uni-heidelberg.de>

Texts: A reader will be provided. Please read Bram Stoker's *Dracula* (preferably the Vintage edition) before the term starts.

Course requirements: This seminar will finish with a written exam instead of a term paper.

Modernist Short Stories

Dr. K. Frank Monday 11:15 – 12:45 113 2hrs.

The Modernist movement at the beginning of the 20th century revolutionises the theory and practice of fiction writing. Authors move away from traditionally established patterns and start experimenting with narrative techniques, time, space and character. In the profuse production of short stories at the time, an immense variety of these innovations can be discovered.

This seminar aims at two things: Firstly, it will provide an introduction to the Modernist period in terms of historical background, world view and ideas about narrative literature in general and the short story in particular. Secondly, it aims at helping you practise the analysis and interpretation of

short narrative fiction. To this end, we will discuss a selection of short stories featuring experiments with narrative techniques and a variety of topics, ranging from ghost stories to colonial experiences and dystopian visions of the future.

Registration: Please register by e-mail: <Kerstin.Frank@as.uni-heidelberg.de>

Texts: A reader will be provided.

An Introduction to Drama: Wilde, Shaw, Churchill

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

This introductory drama course focuses on three plays which engage with crucial issues of their time in various ways. Oscar Wilde's *Lady Windermere's Fan* (1892), a so-called 'well made play', offers a witty but acerbic critique of English fin de siècle society and its hollow conventions. George Bernard Shaw's *Pygmalion* (1912), the author's most popular comedy, transposes the subject of one of Ovid's *Metamorphoses* to a more profane modern context, addressing the topics of social ascent, female emancipation as well as England's strong focus on social class at the turn of the century. Caryl Churchill's *Top Girls* (1982), finally, challenges dominant social, economic and political notions of emancipation and success, making use of a reverse chronology and experimental verbal techniques.

The aim of this course is threefold: First of all, we will make ourselves familiar with key categories and strategies of drama analysis. Secondly, we will use these tools in order to investigate the central techniques and topics of the plays in question. Thirdly, we will obtain a more general overview of the literary context of the plays and explore their cultural-historical background. Film versions of the plays will also be included in our discussions.

Texts: Churchill, Caryl. *Top Girls*. London: Methuen, 1984 [1982]. ISBN 978-0413554802

Shaw, George Bernard. *Pygmalion*. Stuttgart: Reclam, 1998 [1912]. ISBN 978-3-15-009266-8

Wilde, Oscar. *Lady Windermere's Fan*. Stuttgart: Reclam, 1986 [1892]. ISBN 978-3150091876

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

Theatre of Samuel Beckett

D. Shea Tuesday 09:15 – 10:45 110 2hrs.

Samuel Beckett has gained the reputation of being hard literature. Type his name or just the title *Waiting for Godot* into any academic data base and you'll not finish reading the article and book titles before wanting to turn away. In California's San Quentin prison in 1957, though, his most popular play, *Waiting for Godot*, received a memorable production because the inmates knew what it was about: waiting. So there is more to Beckett than speculative and obscure criticism, and that's what we'll be trying to find.

We will look at Beckett's work in theatre, radio, film, and television from the 1950s through the 1960s, that work which is continuously being cited by people both inside and outside English departments everywhere. The prime aim of this course is to get you writing and speaking on the plays, and our focus will be your analysis and interpretation of the plays.

Texts: Acquire and have read by the start of course:

- *Waiting for Godot*
- *Endgame*
- *Krapp's Last Tape*
- *Play*

Registration: You receive the 5½ credits only if you participate in class, pass in two 1,500-word compositions on time, lead a group discussion according to schedule, and take the final exam at the last class.

Love Poetry from the 16th to the 20th Century

Dr. K. Frank Wednesday 14:15 – 15:45 113 2hrs.

Love: conflicting emotions, physical desire, the spiritual elevation of the beloved, problems of communication, the negotiation of gender roles and the investigation of the self in its struggle for self-control and in its position in relation to the (significant) other...

Love Poetry: an abundance of clichés, imagery exhausted from overuse, but also a history of ever-changing and innovative approaches to the subject with startling metaphorical connections and rhetorical flourish...

This seminar will combine an introduction to the analysis of poetry with an attempt to trace patterns and changes in the discourse of love from the 16th to the 20th century.

Registration: Please register by e-mail: <Kerstin.Frank@as.uni-heidelberg.de>

Texts: A reader will be provided.

Course requirements: This seminar will finish with a written exam instead of a term paper.

Introduction to City Poetry: London

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

At all times the concept of the city and city life have been key topics for poets. London is only one example of a metropolis that has inspired so many versatile reactions in writers over the centuries. These range from fascination and admiration to bewilderment and abhorrence.

This course will focus on a selection of city poetry covering a time span of four centuries. In a close reading of the respective texts, we will work on the questions of how London is presented in poetry from the 17th to the 20th/21st century, and in which ways these images of a changing city can also be seen as representing the social and historical transformations of English society in general. The course will offer students an insight into the development of English poetry of the period and its respective social and historical issues.

Registration: Please register personally in my office hour or by e-mail at <Kirsten.Hertel@as.uni-heidelberg.de>

Texts: A 'reader' with all the texts will be available in my office by the end of September.

The selection of poems will be based partly on the edition *London. The Urban Experience in Poetry and Prose*, ed. Horst Meller and Helmut Slognsat. Paderborn: Schöningh, 1987 (Students' handbook). Students can prepare for the course by taking a look at the Teacher's book by the same editors (both available in our department's library) or at the manifold studies on the history of London in the library's section D.

Poems of Darkness

E. Redling Wednesday 09:15 – 10:45 112 2hrs.

This course will deal with a selection of English poems that will take us from the 18th century up to the present day, all focusing on the dark and gloomy side of human life: death, ghosts, monsters, destruction, sad memories, lost love, war.

We will start with the 18th-century graveyard poems and their meditations on mortality, then proceed to 18th and 19th-century gothic poems and move on to those 19th-century symbolist poems which are both dark in content and obscure in meaning. Turning to the 20th century we will discuss war poems, dark expressionist poems and opaque surrealist ones and conclude with newer poems on memories and lost love.

This course is largely centred on discussion, which, in turn, will be based on small homework assignments given regularly. There will be no presentations, but you need to be prepared for the discussions and take an active part in them. The term paper will consist of an exemplary interpretation of a poem or poems.

Registration: To register, please contact <ellen.redling@as.uni-heidelberg.de>

Texts: There will be a reader.

Course requirements: Regular attendance and active participation (1 CP), course preparation/homework assignments (2 CP) and written term paper (2,5 CP).

Nathaniel Hawthorne, *The Scarlet Letter* (1850) and Other Writings

Dr. E. Hänßgen Friday 11:15 – 12:45 116 2hrs.

In his novel *The Scarlet Letter* (1850) and some of his short fiction, Nathaniel Hawthorne goes back in time to the Puritan past of his New England ancestors to deal with questions like social constraints, religious intolerance and matters of conscience, guilt and human passions.

His protagonists, especially Hester Prynne, an adulteress forced to wear the scarlet letter A, are outsiders who are searching for their place in the world and often risk the common bond of humanity on the way. Hawthorne is interested in the psychology of his characters and lets his readers share their dilemmas.

In this course, we will focus on the novel and the related short stories assembled in the Norton Edition. We will not only cover the texts in terms of prose analysis (for example narrative technique, setting, plot, characters, genre, themes), but also explore their biographical, historical and cultural backgrounds.

Texts: Please purchase this edition:

Hawthorne, Nathaniel. *The Scarlet Letter and Other Writings*. Ed. by Leland S. Person. A Norton Critical Edition. 4th ed. New York; London: Norton, 2005.

Please read the texts before the beginning of term.

4.6 Proseminar II Literaturwissenschaft

Bachelor-Modul	Studiengang/Semester
Intermediate Studies Literature	25% Literaturwissenschaft 4.-5. Semester
Intermediate Seminar Linguistics and Literature	50% Wahlpflichtmodul 4.-6. Semester
Intermed. Sem. Linguistics, Literature & Culture	75% 3.-5. Semester
Intermediate Studies Linguistics and Literature	75% Wahlpflichtmodul 4.-6. Semester
Master Hauptfach: Intermediate Studies in Literature	
Master Begleitfach: Essential Intermediate Studies Literature – 4 CP (!)	
6.0 credit points (CP)	
Course Requirements (unless noted otherwise):	
Regular attendance and active participation (1 CP), oral presentation (1 CP), course preparation/homework assignments (2 CP) and written term paper or exam (2 CP).	

The Progress of Romance Today. The Aesthetics of a Popular Genre

I. Bauder-Begerow Wednesday 14:15 – 15:45 110 2hrs.

The romance is a popular genre with a long literary history. Although novel writers with a “realist” claim have taken pains to demarcate their territories from the traditional romance since the eighteenth century, not even Charles Dickens proved to be immune to the influence of romance. In this course we will start looking at its different manifestations over the centuries on the basis of some text excerpts. Apart from parodies of romance, our discussion will cover the whole range of derivative genres, e.g. gothic and fantasy fiction as well as, of course, romantic fiction. Moreover, we will talk about the continuous appeal of “the marvellous” in fiction. Later on we will proceed to the analysis of contemporary forms of romance in both postmodern “highbrow literature” and popular genres. Students are invited to bring in their own project ideas (a list of proposals is provided).

Projected learning outcomes in this course include, apart from training the literary and narratological analysis of fictional texts, the acquisition of key competences such as reading strategies, discussion skills in oral and written speech, and presentation skills. Students should be prepared to participate actively in large and small-group discussions.

Texts: Ann Radcliffe, *The Romance of the Forest* (1791)

A.S. Byatt, *Possession: A Romance* (1990)

English Romantic Poetry: From Blake to Byron

Dr. K. Hertel Thursday 16:15 – 17:45 112 2hrs.

This course is designed to provide an insight into the literary period known as English Romanticism. In the course of the semester we will be looking at the work of writers who shaped this period, starting with the representatives of the older generation: William Blake, Robert Burns, S.T. Coleridge and William Wordsworth. The chronology will then lead us on to the younger generation including John Keats, P.B. Shelley and Lord Byron. At the end of the term we will also

have a look at one or two of the female writers who were probably as prolific as their male counterparts but decidedly less important in their own time and hence less acknowledged by posterity.

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

Registration: Please register personally or by email at <Kirsten.Hertel@as.uni-heidelberg.de>

Texts: The selection of texts will be available in form of a 'reader' by the end of September and can then be collected during my office hours.

Helpful books for a general introduction to the period of English Romanticism are:

Boris Ford (ed.), *From Blake to Byron*, The Pelican Guide to English Literature, 5 (Harmondsworth: Penguin Books);

Jean Raimond and J.R. Watson (edd.), *A Handbook to English Romanticism* (New York, 1992); Duncan Wu (ed.), *A Companion to Romanticism* (Oxford, 1988).

Thackeray

E. Redling Wednesday 16:15 – 17:45 112 2hrs.

The course is introduced with samples of W.M. Thackeray's satirical style in excerpts from *The Book of Snobs* (1848), but primarily centres on his famous novel *Vanity Fair* (1847-48) and concludes with a representative section from his novel *Pendennis* (1848-50). These works expansively display the hypocritical vanity and materialism of the world, which does not seem 'dated' even today.

In *Vanity Fair*, Thackeray takes us into the hustle and bustle of aristocratic city life as well as of life in the country, which abound with fraud, deceit, love affairs and perhaps even murder. One's reputation must be kept at all costs, whatever they may be. Although allegedly "a novel without a hero," *Vanity Fair* focuses on Becky Sharp and her social rise. Her lying, scheming, dissembling as well as her attractive, undying energy lead her to a meeting with the king and allow her to survive the tough patches in her life. She is a born survivor, but also a despicable one.

Pendennis has a high autobiographical content (Thackeray's school days, first love, and university course (chapters 1-20). Thackeray again presents a satirical view of human character and society. The wicked Major Pendennis negatively influences his young but not so innocent nephew Pen, whose "education" progressively turns him into a "gentleman," but emphasises his emotional and intellectual weaknesses.

We will especially look at the expanding display of the characters' weaknesses, the narrator's comments and the author's satirical style.

Registration: To register, please contact <ellen.redling@as.uni-heidelberg.de>

Texts: Please buy and read:

Thackeray, W.M. *Vanity Fair*. Ed. Peter Shillingsburg. Ww Norton & Co, 1995. (ISBN: 978-0393965957)

Thackeray, W.M. *The History of Pendennis: His Fortunes and Misfortunes, His Friends and His Greatest Enemy*. Eds. J.I.M. Stewart and Donald Hawes. London: Penguin, 1972. (ISBN: 978-0140430769) (Read Ch. 1-20)

The excerpts from *The Book of Snobs* will be copied for you.

The Plays of Tom Stoppard

Dr. C. Lusin Wednesday 11:15 – 12:45 113 2hrs.

Focusing on the plays of Tom Stoppard (*1937), this course deals with one of the leading playwrights of the 20th century. Having initially started out as a journalist, Czech born Stoppard, who was educated in India and England, went on to become the youngest playwright who had a play produced at the National Theatre. His oeuvre includes numerous plays for the stage and for radio, various translations as well as several successful screenplays, e.g. for *Shakespeare in Love* (1992), which won him an Academy Award.

In this course, we are going to discuss three of Stoppard's plays. Indebted to Samuel Beckett's *Waiting for Godot* (1953) and the Theatre of the Absurd, *Rosencrantz and Guildenstern* (1967) is set within and around Shakespeare's *Hamlet*, which Stoppard called "the most famous play in any language". The action of *Arcadia* (1993) takes place in a country house in Derbyshire in April 1809 and 180 years later, when one of the characters tries to uncover a scandal said to have taken place when Lord Byron stayed there. *Indian Ink* (1995), finally, is set in British India in the 1930s and in 1980s' England; it depicts a female British poet's stay in India and the futile attempts of her biographer to retrace her life. Reading these plays, we will try to get a more comprehensive overview of Stoppard's work and artistic concerns, broaching issues such as the question of chaos versus grand design, the nature of truth, knowledge and time or the position of the artist.

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

Texts: *Rosencrantz and Guildenstern Are Dead*. London: Faber & Faber, 2000 [1967]. ISBN 0-571-08182-7

Arcadia. London: Faber & Faber, 2000 [1993]. ISBN 0-571-16934-1

Indian Ink. London: Faber & Faber, 1995. ISBN 0-571-17556-2

Modern British and Irish Drama

Dr. H. Grundmann Monday 16:15 – 17:45 113 2hrs.

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

Registration: Please register with: <grundmann@uni-heidelberg.de>

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

The Fairy Tale: History, Theory and Contemporary Versions

Dr. K. Frank Tuesday 16:15 – 17:45 113 2hrs.

The Fairy Tale as a genre is often confined to the margins of literary canons and considered to be embarrassingly simple-minded and predictable, clearly structured, pervaded by black-and-white morality and aiming at nothing more sophisticated than wish-fulfillment and the assurance that all will be well in the end — at least for the deserving. In short: children's literature. On the other hand, Fairy Tales remain a persistent feature both of cultural reception and production and spread their elements to different cultural fields from contemporary literature to comic strips and commercials.

In this seminar, we will examine the history of the Fairy Tale, particularly its transition from orally transmitted tales to printed editions, as well as contemporary re-workings of the genre, e.g. in 20th century poetry and in the fiction of Angela Carter and A. S. Byatt. Additionally, we will discuss different approaches to the genre, trying to make sense of its structures, its openness to psychoanalytical readings, its depiction of gender relations and the way it has been determined by specific cultural contexts.

Registration: Please register by e-mail: <Kerstin.Frank@as.uni-heidelberg.de>

Texts: A reader will be provided.

Playing with Fiction: Intertextual and Metafictional Labyrinths

Dr. K. Frank Monday 16:15 – 17:45 114 2hrs.

As soon as a genre has been established in a cultural field, it starts being associated with a set of conventions. As soon as these conventions are established, authors begin playing with them — obviously, if there are rules, someone will be there to break them. In this seminar, we will examine a variety of ways in which rules have been broken in novels and short fiction, from Sterne's *Tristram Shandy* in the 18th century up to postmodernism, where the destabilisation of conventions comes to be established as a sort of convention in itself. Our focus will be on two main areas of playfulness: the illusion-breaking effects of metafiction and the exploitation of intertextual references.

Registration: Please register by e-mail: <Kerstin.Frank@as.uni-heidelberg.de>

Texts: A reader will be provided.

Captivity Narratives

Dr. D. Fischer-Hornung Thursday 09:15 – 10:45 122 2hrs.

Some maintain that the Indian captivity narrative, in which kidnapped or captured colonials reported the hardships of imprisonment at the hands of native people, is the first truly American literary genre. Mary Rowlandson's narrative of her captivity, for example, provides a window to both Puritan and Native American cultures and is a founding text of the genre, also establishing a national myth of origin. European settlers were fascinated with the people they were about to conquer, and the narratives of returned hostages like Rowlandson's became best sellers. This genre,

however, has a precursor in the co-called Barbary captivity narratives, in which a European (or, later, American) describes life as a slave of the Algerian and Moroccan pashas. Much later, Geronimo reverses the gaze in his autobiographical narrative, portraying his fate as a captive Native American Indian. The slave narratives of Olaudah Equiano, Frederick Douglass, and Harriet Jacobs give voice to the African diaspora's particular experience of captivity.

What definition of civilization is reflected in these narratives by the captor and captives? How did they interpret their experience and what do these interpretations tell us about the broader perspective of colonization, Americanization, as well as the resistance of the indigenous peoples of North America and captive Africans? How are "whiteness" and "indigeneity" constructed? What roles do religious, racial, and gender constructions play? What genre conventions are employed in these narratives, especially in reference to the tropes of captivity/unfreedom and liberty/freedom?

Texts: Students are asked to buy the specific editions listed below before the beginning of class.

Baepler, Paul Michael. Ed. *White Slaves, African Masters: An Anthology of American Slave and Barbary Captivity Narratives*. Chicago: University of Chicago Press, 1999.

Appiah, Kwame, Ed. *Narratives of the Life of Frederick Douglass, an American Slave and Incidents in the Life of a Slave Girl*. New York: Modern Library Editions, 2000.

Sayre, Gordon M. Ed. *American Captivity Narratives: Selected Narratives with Introduction*. Boston and New York: Houghton Mifflin, 2000.

Native American Literature: From the Oral Tradition to Post-Modernism

J. Thorson Tuesday 14:15 – 15:45 122 2hrs.

This Proseminar will study a number of texts by Native Americans. Our first readings will be transcriptions of materials which were non-literate. We will also read and discuss some anthropological work on Native American "autobiographies." A complete list of readings, some of them from out-of-print sources will be provided to enrolled students before the first seminar meeting.

Much of the semester will be devoted to reading literary works from what is called "The Native American Renaissance." This movement is usually defined as beginning in 1968 and continuing until the present. Major authors to be studied will include N. Scott Momaday, Leslie Marmon Silko, Joy Harjo, Simon Ortiz, and Sherman Alexie.

Registration: Enrollment will be via e-mail to Professor Thorson: <jthorson@unm.edu>

Texts: Frederick Turner, ed. *The Portable North American Indian Reader*

N. Scott Momaday, *The Way to Rainy Mountain*

Kenneth Rosen, ed. *The Man to Send Rain Clouds*

Leslie Marmon Silko, *Ceremony*

Sherman Alexie, *Flight*

Sherman Alexie, *The Absolutely True Diary of a Part-Time Indian*

A Different Way of Seeing: Jean Toomer's *Cane* [1923], Nella Larsen's *Quicksand* [1928], and Zora Neale Hurston's *Their Eyes Were Watching God* [1937]

Dr. D. Fischer-Hornung Thursday 14:15 – 15:45 122 2hrs.

“Within the last two or three years, ... my growing need for artistic expression has pulled me deeper and deeper into the Negro group. And as my powers of receptivity increased, I found myself loving it in a way that I could never love the other. It has stimulated and fertilized whatever creative talent I may contain within me” Jean Toomer (1922)

In three works spanning the early to the late Harlem Renaissance, Jean Toomer's *Cane* (1923), Nella Larsen's *Quicksand*, and Zora Neale Hurston's *Their Eyes Were Watching God* (1937), we will investigate the folk cultural as well as Modernist roots that form the basis of these works. In relation to the constructions of race, gender, and class as well as in their mixture of poetry and prose; realism, romanticism, and autobiography; folklore, blues and jazz forms, each of these authors has made a unique contribution to the expression of African American Modernism articulated in their own individual voice.

Texts: Hurston, Zora Neale. *Their Eyes Were Watching God* [1937] (New York: Perennial Classics, 1999).

Toomer, Jean. *Cane* [1923] (New York: Norton Critical Edition, 1988).

Larsen, Nella. *Quicksand*. [1928] In *The Complete Fiction of Nella Larsen: Passing, Quicksand, and the Stories*. Ed. Charles Larsen, (New York, Anchor Books, 2001).

Cynthia Ozick

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

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

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

In this course, we will work with *A Cynthia Ozick Reader* (1996), a selection of her short fiction, poetry and essays on politics and literary criticism. In addition, we will analyse two short stories, “The Shawl” (1980) and “Rosa” (1983), companion pieces that bear witness to the suffering of a (fictitious) Holocaust victim who survives Auschwitz and struggles to come to terms with her trauma in America.

Texts: Please purchase these editions:

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

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

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

The American Postwar Counter-Culture and the Arts: Texts and Contexts 1945-1975

P. Löffler Thursday 11:15 – 12:45 108 2hrs.

This seminar traces the aesthetics of the American Counter-Culture in literature, music and the visual arts from the late Modernist avant-garde around Charles Olson to the emergence of the LANGUAGE-school in the mid 1970s. We will take a closer look at the variety of schools and movements typically associated with the counter-culture (e.g. Black Mountain School, Beat Poets, New Journalism, Black Arts Movement) while simultaneously trying to define their shared political significance as opposition to American mainstream culture. The seminar is structured around canonical works of the post-war period (e.g. Robert Creeley and Charles Olson, the Beats, Hunter S. Thompson, Denise Levertov) but also focuses on a number of poets and artists that are not necessarily included on ordinary Counter-Culture reading lists (among others John Coletrane, Diane Arbus, Carla Harryman, Robert Grenier).

Texts: Charters, Ann (ed.): *The Portable Beat Reader*. London: Viking, 1992.

All additional texts will be included in a seminar reader

Surveillance

Dr. H. Jakubzik Wednesday 14:15 – 15:45 112 2hrs.

Google streetview, social networks, RFID tagging and security scans show us how drastically recent technology has changed our power to monitor each other – along with our willingness to do so.

This class will start with two classical texts on the matter – Orwell's *1984* and Foucault's *Discipline and Punish* --, and use them as a reference point to explore depictions of surveillance in Paul Auster's *Ghosts*, Ian McEwan's *The Innocent* and several short stories. All along, we will look for differences in the US American and British attitudes towards being seen.

Registration: Please register by e-mail <heiko.jakubzik@as.uni-heidelberg.de>.

Texts: You're required to have read Orwell's *1984* and Foucault's *Discipline and Punish* before the term begins.

Raymond Carver's "Short Cuts" and their Adaptation by Robert Altman

A. Stiebritz Wednesday 11:15 – 12:45 112 2hrs.

Raymond Carver (1938-1988) is considered one of the most important American short fiction writers of the late 20th century. His neo-realistic stories about everyday American life and characters return to traditional forms of narration. Nevertheless, they are distinguished by their minimalistic approach which invites the reader to active perception and interpretation. The seminar focuses on a selection of nine short stories and one poem by Carver which Robert Altman took as a basis for his composite film "Short Cuts" in 1993.

We will first analyze the characteristics of Carver's narratives and subsequently examine what happens when they are adapted to the screen. A further central objective of the seminar is to understand the different discursive presentations of the same story and the effects both literature and

film have on the perception of the audience. Therefore we will compare Carver's and Altman's narrative techniques as well as elaborate differences and convergences of their works. Methodologically, the seminar approaches both the texts and the film from a literary and cultural studies perspective which includes a discussion of issues such as the representation of everyday life in the United States, the portrayal of characters of different social classes and their outward and inward struggles, their disillusion and isolation.

Texts: Raymond Carver. *Short Cuts. Selected Stories. With an introduction by Robert Altman.* Stuttgart: Reclam, 2001.

4.7 Proseminar I Kulturwissenschaft (anwendungsorientiert)/Landeskunde

Lehramtsstudierende können hier einen **Landeskundeschein** erwerben.

Bachelor-Modul

Studiengang/Semester

Cultural Core Studies

50% oder 75% 2.-3. Semester

5.5 credit points (CP)

Course Requirements (unless noted otherwise):

Regular attendance and active participation (1 CP), oral presentation (1 CP), course preparation/homework assignments (1,5 CP) and written term paper (2 CP).

British Institutions – A History (1835-1990)

M. Shiels Wednesday 11:15 – 11:45 110 2hrs.

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, social and cultural transformations brought about by Victorian imperialism, two world wars and a new global and European order. In the course of the story, 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.

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

Texts: Study material will be distributed in the course.

From Crisis to Celtic Tiger. Ireland at the End of the Twentieth Century.

D. O'Brien Thursday 11:15 – 12:45 122 2hrs.

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

- Texts:** Barry, Ursula (1986). *Lifting the Lid. Handbook of facts and information on Ireland.* Dublin: Attic Press.
- Coogan, Tim Pat (2000). *Ireland in the Twentieth Century.* London: Hutchinson.
- Coulter, Colin, Steve Coleman (2003). *The End of Irish History. Critical Reflections on the Celtic Tiger.* Manchester: MUP.
- Ferriter, Diarmaid (2004). *The Transformation of Ireland, 1900-2000.* London: Profile Books.
- Hourihane, Ann Marie (2000). *She moves through the boom.* Dublin: Sitric Books.
- Inglis, Tom (1998). *Moral Monopoly. The Rise and Fall of the Catholic Church in Modern Ireland.* Dublin: University College Dublin Press.
- O hÉithir, Brendan (1987). *This is Ireland. Its People, Politics, History and Culture.* Dublin: The O'Brien Press.
- O'Toole, Fintan (1990). *A Mass for Jesse James. A Journey through 1980's Ireland.* Dublin: Raven Arts Press.
- O'Toole, Fintan (1999). *The Irish Times Book of the Century.* Dublin: Gill and Macmillan.
- Wyndham, Andrew Higgins (2006). *Re-Imagining Ireland.* Charlottesville: Univ. of Virginia Press.
- Foster, R.F. (2007). *Luck & The Irish. A Brief History of Change 1970-2000.* London: Allen Lane.

The Roots of Despair and Violence in the Middle East – How British Colonialism Helped to Create the Israeli-Palestinian Conflict

Dr. M. Schiffmann Monday 12:15 – 13:45 115 2hrs.

The perennial strife between Israeli Jews and Palestinian Arabs is certainly one of the most toxic conflicts of our time, as was demonstrated once more just recently with the Israeli bombardment and invasion of the Gaza Strip that cost close to 1,500 lives. Over the decades, an enormous amount of blood has been spilled on both sides, to such an extent that many observers consider the conflict as insoluble. At the same time, the conflict pits a large part of the Arab and Muslim world – and the Third World generally – against what is generically known as “the West.”

Far too few people know about the origins of the discord in the history of British colonialism. At the end of World War I and confronted with the long history of anti-Semitism, the political leadership of Great Britain promised Palestine to the Jewish Zionist movement that was striving to create a country for the Jews. The consequences were foreseeable and were foreseen by dissident cabinet member Edwin Montagu: “I assume that it means that the Mohammedans and Christians are to make way for the Jews. ... You will find a population in Palestine driving out its present inhabitants, taking all the best country. ... Palestine will become the world's Ghetto.”

For close to three decades, the British Mandate government in Palestine oversaw a process of massive Jewish immigration and the beginning displacement of the Palestinian native population. When Britain finally extricated itself from Palestine and handed the conflict between Jews and Arabs there to the newly created United Nations, the situation quickly got out of control. Not least under the impression of the Holocaust, the UN awarded the bigger part of Palestine to the emerging state of Israel. The Arab world did not accept this new situation and went to war, in which it was defeated. In the result, the Palestinians lost 78 % of their homeland. The majority of them became refugees.

In another war in 1967, this time begun by Israel, Israel also conquered the rest of Palestine and began an occupation that lasts to this day. Without the colonial policy of the leading British politicians of their day which gave the Zionist movement a country which was not theirs to give, the tragic present situation in the Middle East would not have emerged. In his splendid classic *The Gun and the Olive Branch*, the long-time *Guardian* correspondent David Hirst shows how British policy made tragedy inevitable – and also how the United States replaced Great Britain as the dominant power in the Middle East and how its long-term policy of unconditional support for Israel helps to prolong the mutual hostility between Palestinian Arabs and Israeli Jews.

Registration: For application, send an e-mail to <mikschiff@t-online.de>. I can take in no more than 30 participants.

Texts: David Hirst, *The Gun and the Olive Branch. The Roots of Violence in the Middle East*, 3rd edition, Faber and Faber, London 2003, € 21.99.

Going Global – the Emergence and Development of the British Empire, 1750 – 1950

Dr. M. Schiffmann Monday 14:15 – 15:45 115 2hrs.

The rise and demise of empires is as old as written history. However, the first empire that could claim to be truly global was the British one, and it emerged simultaneously with the Industrial Revolution which began in the second half of the 18th century.

Interestingly, the first global empire and the Industrial Revolution that were to change the face of the earth in the most radical manner both originated in England. In the words of the German radical philosopher and revolutionary Karl Marx, millions were “wrested from the ignorance of country life” and thrown into the newly booming cities where they had to submit to a harsh labor regimen to earn a living.

At that time, peasants turned into laborers who often had to give up a relative freedom to govern their own lives in the countryside to the pitiless demands of working life in mechanized factories directed by the newly emerging capitalists. Well into the latter half of the 19th century conditions for people in Britain’s factories closely resembled slavery – the same slavery that all too many people in Britain’s colonial conquests endured.

While domestic peasants were subjugated and turned into workers, the rulers of Britain extended their power over the whole globe.

They conquered what now is India and Pakistan, they set foot in Southeast-Asia, founded colonies in North America, New Zealand, and Australia (all of which broke away to found their own states), took hold much of Africa and colonized or subjected to their rule some of today’s most explosive regions of the world such as Afghanistan, Iraq, and Palestine.

Thus, at the turn from the 19th to the 20th century, England/Great Britain emerged as the most powerful state the world had ever seen. It was considered an empire over which “the sun would never set.” But it didn’t. World War I led to an erosion of British global power, and World War II led to its collapse and its replacement by the rising power, first of the United States and the Soviet Union, and then the United States alone.

This seminar will deal with the relations between rulers and oppressed within Britain, the relations of Britain with the rest of the world, as well as the interaction between these two relations. Our

guiding light will be the book *Industry and Empire* by Eric Hobsbawm whom the British magazine *Spectator* described as “our greatest living historian – not only Britain’s, but the world’s.” In addition, we will use many contemporary and modern sources.

Registration: For application, send an e-mail to <mikschiff@t-online.de>. I can take in no more than 30 participants.

Texts: Eric Hobsbawm, *Industry and Empire. The Birth of the Industrial Revolution*, The New Press, New York 1999, € 15.99.

4.8 Proseminar I Kulturwissenschaft (theoretisch)

Bachelor-Modul	Studiengang/Semester
Cultural Core Studies	25%, 50% oder 75% Kulturwiss., 2.-3. Semester
5.5 credit points (CP)	
Course Requirements (unless noted otherwise):	
Regular attendance and active participation (1 CP), oral presentation (1 CP), course preparation/homework assignments (1,5 CP) and written term paper (2 CP).	

Cultural Criticism: Theory and Practice

Dr. S. Herbrechter Friday 11:15 – 12:45 114 2hrs.

Cultural criticism is about trying to understand and critically evaluate your own way of life as someone who takes part in culture(s). It is also inviting you to think about alternatives and different ways of life. Imagine being a ‘Martian’. Your perspective on everything around you would change dramatically. Absolutely nothing could be taken for granted, from the way people are dressed to the way they eat, from politics to body-piercing, from postcards to computers, from everyday life experience to history books and literature. You would have to adjust and develop new reading techniques (i.e. critical practices) to be able to interpret and critically evaluate any cultural phenomenon from such a new perspective. But beware! This might not only change the way you see things but also the way you experience and live them. This course tries to promote the joy of critical and speculative thinking by not taking anything for granted. It provides a historical introduction to the changing notions of culture, interpretation and textuality in cultural criticism, and it evaluates the impact of ‘theory’ on the contemporary practice of cultural criticism and highlights political implications in the cultural production of meaning. It explores the function of a variety of literary and non-literary, written, oral, visual, filmic and media texts and their interpretation.

Texts:

- Baldwin, Elaine et al. Eds. (1999) *Introducing Cultural Studies*, London: Prentice Hall. Barker, Chris (2008) *Cultural Studies*, Third edition, London: Sage.
- Belsey, Catherine (2002) *Critical Practice*, repr., London: Routledge.
- Cavallaro, Dani (2001) *Critical and Cultural Theory*, London: Athlone/Continuum.
- Easthope, Antony and Kate McGowan, eds. (2004) *A Critical and Cultural Theory Reader*, Maidenhead: Open University Press.
- Lewis, Jeff (2001) *Cultural Studies: the Basics*, London: Sage.
- Oswell, David (2006) *Culture and Society: An Introduction to Cultural Studies*, London: Sage.
- Thwaites, Tony, et al. (2002) *Introducing Cultural and Media Studies*, London: Palgrave.
- Walton, David (2008) *Introducing Cultural Studies: Learning through Practice*, London: Sage.

4.9 Proseminar II Kulturwissenschaft/Landeskunde

Lehramtsstudierende können in allen Veranstaltungen dieses Typs einen **Landeskundeschein** erwerben.

Bachelor-Modul	Studiengang/Semester
Intermediate Studies Culture	25% KW 4.-5. Semester
Intermediate Seminar Linguistics and Culture	50% Wahlpflichtmodul 4.-6. Semester
Intermed. Sem. Linguistics, Literature & Culture	75% 3.-5. Semester
Intermediate Studies Linguistics and Culture	75% Wahlpflichtmodul 4.-6. Semester

6.0 credit points (CP)

Course Requirements (unless noted otherwise):

Regular attendance and active participation (1 CP), oral presentation (1 CP), course preparation/homework assignments (2 CP) and written term paper or exam (2 CP).

Literature & Film: Jane Austen, Mansfield Park

Dr. K. Hertel Tuesday 14:30 – 16:00 113 2hrs.

How often have you been to the cinema and, after watching an adaptation of a well-known literary text, 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 adaptation by combining the close reading of the literary text with the analysis of the respective text-to-screen adaptations.

We will start the semester off by looking at the historical and literary context of English Romanticism in order to be able to place Jane Austen’s work accordingly. This will be followed by a close reading of her novel *Mansfield Park*.

After an excursion into the world of film studies, film semiotics and the ‘basic tools’ for film analysis, we will finally venture on an analysis of two film versions chosen for this course:

Mansfield Park dir. by Patricia Rozema, starring Hannah Taylor-Gordon and Amelia Warner (1999) and the BBC-version starring Bernard Hepton and Anna Massey (1983).

Registration: Please register personally or by email at <Kirsten.Hertel@as.uni-heidelberg.de>

Texts: Participants are asked to have read *Mansfield Park* by the beginning of the winter term in the Oxford-World-Classics edition.

And for those who would like to prepare in advance for the aspects of film analysis and adaptation three books can be recommended:

J. Monaco, *How to Read a Film* (2000)

Korte, *Einführung in die systematische Filmanalyse* (2000/2004)

D. Cartmell & I. Whelehan, *Adaptations. From Text to Screen, Screen to Text* (1999).

Ready for 'Paddy'? A History of Britain's Irish Community and its Cultural Representations

Dr. B. Hirsch Monday 14:15 – 15:45 110 2hrs.

Even though Irish migration to Britain had begun much earlier, the real mass exodus across the Irish Sea was triggered off by the so-called Great Famine, which followed a series of potato crop failures in the mid-1840s and is still very much at the centre of Ireland's collective memory. Taking this watershed-like catastrophic event as a starting point, we shall explore the history of and political as well as cultural responses to the Irish diaspora from early Victorian times to the present, in which no less than ten per cent of the British population has at least one Irish grandparent.

Texts:

Coogan, Tim Pat, *Wherever Green Is Worn: The Story of the Irish Diaspora*. London et al., 2000.
Foster, Robert F., *Paddy and Mr Punch: Connections in Anglo-Irish History*. London et al., 1993.
Winder, Robert, *Bloody Foreigners: The Story of Immigration to Britain*. London, 2004, pp. 194-213.

Gender and the Internet

Dr. D. Fischer-Hornung 24/7 online World Wide Web 2hrs.

In this online seminar, we will explore a wide range of historical, social, economic, and theoretical topics usually included within the boundaries of gender studies: the women's and men's movements; gender politics in the family, workforce, and military; gender in sports and education, various approaches to sexual identity such as gay, lesbian and queer studies as well as the politics and culture of sexual difference and inequality.

We will explore the Internet as a space where gender identities are both constructed and deconstructed, i.e., the Internet as a contemporary vehicle of gender constructions.

Note: This is an 8-week crash course. Only students who are willing to invest the extensive time and effort required for the duration of this crash course should register.

Class starts on Monday, October 19 and ends on Friday, December 11, 2009.

Registration: e-mail registration: <dfh@uni-hd.de> deadline: Monday, October 5, 2009.

Course requirements: Active participation in the class forum (2 CP), course preparation (2 CP) and group Internet project (2 CP)

The Tragic Mulatto Myth

C. Burmedi Thursday 09:15 – 10:45 110 2hrs.

In this course we will trace the development of the tragic mulatto archetype over the past 150 years. Starting with the origins of the myth in the short stories of Lydia Maria Child, we will seek to define exactly what it is that makes a mulatto 'tragic.' We will then examine the evolution of myth in the films *Birth of a Nation*, *Imitation of Life*, *Show Boat*, *Pinky*, *A Soldier's Story* and *The Human Stain*. Finally we will discuss the transformation of the archetype into a staple of science fiction, particularly the *Star Trek* series.

“Gender Trouble” in U.S. Films

Dr. D. Fischer-Hornung Friday 09:15 – 11:30 110 2hrs.

Focusing on recent U.S. Films, we will explore the representations and constructions of gender in and through film. Throughout the history of film, gender, with few exceptions, has been relatively fixed, but has become increasingly fluid. Recent Hollywood productions increasingly erode rigid representations of gender.

By way of background we will be starting with Alfred Hitchcock’s *Vertigo* and Nicholas Ray’s *Rebel without a Cause* (1955) and Billy Wilder’s *Some Like It Hot* (1959). We will see how films (de)construct the images of men and women as well as the role of the viewer’s reception of such images. If recent theories see gender as a cultural construct and fundamentally performative rather than a strict biological entity, then what role does film – a powerful cultural tool and expression – play in the formation of tropes and images? How do films create gender norms, or, alternatively, challenge them? Do independent film makers tell different stories?

In addition to the two films listed above, we will be viewing and discussing the following films: *Baghdad Café/Out of Rosenheim* (1988) *Paris Is Burning* (documentary 1990), *Thelma and Louise* (1991), *The Celluloid Closet* (documentary 1995), *Boys Don’t Cry* (2000), *Simone [S1m0ne]* (2002), *It’s A Girl Boy Thing* (2006).

Texts: A class reader will be available on reserve in the library.

Surveillance

Dr. H. Jakubzik Wednesday 14:15 – 15:45 112 2hrs.

Description see page 33.

Frame-Up! Political Trials in the United States in the 20th Century

Dr. M. Schiffmann Friday 12:15 – 13:45 108 2hrs.

Citizens of the United States are rightly proud of their Constitution that guarantees each person accused of a crime a fair trial by a jury of his or her peers. But just as in other countries, in the United States, too, claims laid down in the constitution and constitutional reality can be two very different things. Even though the U.S. conceives of itself as the “land of the free,” it has the largest prison population of the world, incarcerating 2 percent of its adult male population on a permanent basis. It is far from clear whether all these prisoners really had a “fair trial in the sense of the U.S. Constitution.

But even apart from this larger question, looking into U.S. history, one finds a pattern of famous and highly publicized trials which clearly had political overtones and in which research shows that we can be reasonably sure that the defendants were convicted, and sometimes sentenced to death, for political reasons, and not because they were guilty of the crimes they were charged with.

Three of the arguably most blatant such cases were the one of the Italian anarchists Nicola Sacco and Bartholomeo Vanzetti who were executed in 1927 for armed robbery, the one of the Communist couple Ethel and Julius Rosenberg, executed in 1953 for allegedly stealing the secret of the atomic bomb and passing it on to the Soviet Union, and finally the case of the radical African

American journalist Mumia Abu-Jamal who was arrested and charged with killing a cop in 1981 and then found guilty and sentenced to death in a highly disputed trial in the summer of 1982. At the point of writing, Abu-Jamal is still in jail and probably in greater danger to finally be executed than ever before.

Can a trial in which the judge say that he will stick it to those “Italian bastards” and see to it that they are hanged be fair? Is a judicial process where the government intervenes in the proceedings of the U.S. Supreme Court to guarantee that the defendants are speedily executed in accord with the principle of the separation of powers? And what about a judge who on the second day of a murder trial is overheard saying: “I’m going to help them [the prosecution] fry the nigger”?

All these and worse things happened during the trials in the three cases mentioned above, and moreover, there is by now ample evidence that all the defendants were innocent of the charges they were charged with. Embedded in a framework of other cases instructive in this regard, this seminar will investigate these three cases in depth and explore the reasons and mechanisms that made it possible that innocent people were deliberately framed and sent to the gallows because the state didn’t like their political beliefs.

Registration: For application, send an e-mail to <mikschiff@t-online.de>. I can take in no more than 30 participants.

Texts: William Young & David E. Kaiser, *Postmortem. New Evidence in the Sacco and Vanzetti Case*, Massachusetts University Press, Amherst 1985, € 18.99; a book on the Rosenberg case which will be announced in the electronic version of the KVV by mid-July; and Michael Schiffmann, *Race Against Death. The Struggle for the Life and Freedom of Mumia Abu-Jamal* (the unpublished, enlarged version of my dissertation), available as PDF. The other two books will also be made available as PDF files and Xerox copies.

5 Hauptseminare

5.1 Hauptseminare Sprachwissenschaft

Nur im Lehramts-, Magister und Master-Studiengang

Master Hauptfach:

Advanced Studies in English Linguistics, Graduate Studies in English Linguistics

Master Begleitfach:

Advanced Seminar in English Linguistics

8.0 credit points (CP)

Course requirements (unless noted otherwise):

Regular attendance and active participation (1 CP), course preparation and homework assignments (3 CP), oral presentation (1 CP) and term paper (3 CP).

Metaphor and Metonymy in Cognitive Linguistics

Priv.-Doz. Dr. S. Kleinke Tuesday 14:15 – 15:45 110 2hrs.

Traditionally, metaphors and metonymies have been regarded as figures of speech, i.e. as more or less ornamental devices in rhetorical style. Cognitive linguists have changed this view dramatically over the last 30 years. The course focuses on how metaphor and metonymy are used in everyday language systematically as powerful cognitive tools for our conceptualization of abstract categories. In the first section of the course we will be dealing with earlier work in cognitive linguistics, mainly focusing on the systematic character of metaphorical concepts, different types of metaphor, and their cultural backgrounds. We will discuss metonymy as an equally powerful tool for the structuring of cognitive concepts and study the way both processes interact (Lakoff and Johnson, Lakoff, Kövecses). Later on we will move on to more recent developments in cognitive linguistics and discuss metaphor and metonymy as instances of conceptual blending. The second section of the course focuses on practical explorations into metaphor and metonymy. It will cover a broader range of linguistic studies on lexical, grammatical, pragmatic and cultural issues, as well as practical explorations into the language of science and politics. A list of topics for term papers and a detailed reading list will be provided in the first session.

Participants are strongly recommended to take part in the research colloquium “Cognitive Explorations into Metaphor” to be held on July 11, 2009 in the AS – look out for posters and announcements on the homepage of the AS. Here you can get a first glimpse of current research issues covering theoretical as well as practical and empirical research questions.

Registration: <anmeldung.kleinke@googlemail.com>

Course preparation: Participation in the research colloquium on July 10, 2009.

Texts: Recommended for introductory reading: Ungerer, F. and Schmid, H.-J. 2006. *An Introduction to Cognitive Linguistics*. London. Chapter 3.

Course requirements: Course requirements: Regular attendance and active participation in class (1 CP + research colloquium+V/N 2 CP), oral report (2 CP), participation in the Research Colloquium in July + short research paper (3 CP) or long term paper (3 CP).

Altenglische historische Texte

Prof. J. Insley Mittwoch 11:15 – 12:45 116 2st.

In diesem Kurs werden spätaltenglische Texte (ab ca. 966 bis 1066) gelesen, übersetzt und sprachgeschichtlich analysiert. Auszüge aus der *Anglo-Saxon Chronicle* der Zeit Aethelreds II. (978-1016) werden gelesen und eingehend erörtert. Auch werden Urkunden und kleinere poetische Texte berücksichtigt. Das Ziel ist, dass die Studierenden eine tiefere Kenntnis der ae. Überlieferung und der historischen Grammatik bekommen. Daher ist der Kurs auch für Examenskandidaten geeignet. Obwohl die Texte in erster Linie sprachgeschichtlich behandelt werden, werden auch die externe Geschichte und Fragen der Überlieferung (Handschriften, Bibliotheken, Textgeschichte usw.) erörtert. Die Mehrheit der Texte werden aus Sweets Anglo-Saxon Reader genommen. Diese Ausgabe hat ein gutes Glossar und die Anschaffung wird empfohlen.

Anmeldung: Persönliche Anmeldung.

Texts: Dorothy Whitelock (Ed.), Sweet's Anglo-Saxon Reader in Prose and Verse, 15th Ed. (Oxford, 1967).

Teilnahmevoraussetzungen: sprachwiss. PS 1, PS II (Historisch, womöglich Einführung ins Altenglische). Altenglischkenntnisse sind unerlässlich.

Approaches to World Englishes: Paradigms, Positions, Perspectives

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

In this course, we will have a look at different strands that may be distinguished within the broad field of research on World Englishes. These strands are rooted in quite different linguistic and philosophical traditions and they are characterised by the specific perspectives they take on the varieties of English spoken in the world, be it natively (inner-circle English), as second-language varieties (outer-circle English) or as a foreign language (expanding-circle English). Some take a more narrowly descriptive approach either in terms of linguistic features or with a focus on linguistic situations. Others take a critical-linguistic perspective highlighting issues of colonial and post-colonial ideologies and of globalisation. Further established research strands include corpus linguistics and pidgin and creole studies. More recently, the cognitive-linguistic paradigm is being applied to the New Englishes, which yields yet another perspective on these varieties, focussing, inter alia, on underlying culture-specific conceptualisations. Each of these strands will be introduced in terms of its theoretical outlook and will be illustrated by representative case studies. The case studies we will deal with in the course cover a broad range of varieties of English including English English, General American English, Cockney, Estuary English, West African English and Pidgin English, and Hong Kong English. In the last part of the course, we will critically review the current debate on the role of English in various settings, in particular in post-colonial contexts.

Texts: A reader with the course material and a course script will be available

Late Modern English

Dr. N. Nesselhauf Monday 11:15 – 12:45 112 2hrs.

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

Registration: To register, please send an e-mail to <Nadja.Nesselhauf@urz.uni-heidelberg.de>. Students requiring a *Schein* will be given priority.

Texts: Beal, Joan C. (2004). *English in Modern Times*. London: Arnold.

Course requirements: Regular attendance (1 CP), course preparation (3 CP), oral presentation (1 CP), seminar paper (in English, deadline 5 March 2010; 3 CP).

Scots

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

‘Scottish Englishes’ in their geographical and social varieties as well as literary styles shall be at the centre of this ‘Hauptseminar’. The first aim will be to characterise Scots in terms of its phonology, morphonology, syntax and vocabulary, but some of the developments that have led to the present-day complexities will have to be traced as well, and neither can the sociolinguistic realities be neglected.

Texts: Aitken/McArthur (1979, *Languages of Scotland*).

Requirements: ‘Zwischenprüfung’ and ‘PSII’.

British-English Dialectology

Prof. B. Glauser Monday 11:15 – 12:45 110 2hrs.

Between 1966 and 1997 more than 3,000 maps covering features of British-English dialects were published. Introductions to English Dialectology date from 1972 (Wakelin), 1980 (Petyt), 1980 (Chambers/Trudgill), 1983 (Francis). In view of this discrepancy between state of the art and Textbook introductions, the seminar will have to cover traditional dialectology as well as the more recent sociolinguistically- and systematically-minded approaches that see dialectology and the variation it deals with as at the centre rather than the periphery of linguistics. Participants should be prepared to produce dialect maps.

Texts:

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

Requirements: ‘Zwischenprüfung’ and ‘PSII’.

Sprachtheorien im 20. Jahrhundert

Dr. M. Isermann Mittwoch 09:15 – 10:45 115 2st.

Welche Funktion(en) hat Sprache? Haben Worte Bedeutung? Was ist Sprache? Besteht sie aus Sätzen, aus Worten, aus Lauten, aus Bedeutungen, aus Äußerungen oder aus der Summe all dieser Einheiten? Wo ist Sprache? Ist Sprache dort, wo wir sie hören oder sehen können oder entzieht sie sich der Wahrnehmung? Und wenn ja, ist sie in der Gesellschaft, in der Psyche, im Gehirn, in den Genen oder im Denken aufzusuchen? Und falls an einem der letzteren Orte, wo bleiben dann die Sprecher, Hörer und Leser, die sich doch im Besitz der Sprache glauben? Welche Rolle wird ihnen noch zugestanden? Über diese und viele andere Fragen ist immer schon entschieden, wo sprachwissenschaftliche Arbeit einsetzt. Wir wollen verstehen, dass Antworten auf diese grundsätzlichen Fragen nicht aus einer absoluten, voraussetzungslosen Position heraus, sondern stets nur vor dem Hintergrund eines bestimmten theoretischen Standpunktes beantwortet werden können; und zwar so, dass die Entscheidung für eine bestimmte Antwort auf eine dieser Fragen bereits den Rahmen vorgibt, innerhalb dessen die verbleibenden Fragen beantwortet werden können. Dieser Rahmen ist das, was man eine Sprachtheorie nennt. Ziel des Seminars ist die Vermittlung von Orientierungs- und Überblickswissen, damit aber auch der Erwerb einer gewissen prognostischen Fähigkeit, deren Nutzen für das Studium nicht hoch genug eingeschätzt werden kann: Theoriewissen erlaubt nämlich recht präzise Vorhersagen darüber, welche Positionen ein Text in gewissen linguistischen Teilbereichen (etwa in der Semantik, bezüglich des Spracherwerbs, in der Psycholinguistik etc.) verfolgt, den wir noch gar nicht gelesen haben oder der noch nicht einmal geschrieben wurde; vorausgesetzt wir wissen, welcher theoretischen Richtung ein Autor zuzuordnen ist. Engerer Gegenstand des Seminars sind die drei großen sprachtheoretischen Entwürfe der modernen (synchronen) Sprachwissenschaft, deren Produkte (Konzepte, Termini, Methoden, Lehrsätze etc.) heute in meist ungeordnetem Nebeneinander sprachwissenschaftliche Bücher und Seminare bevölkern: die sich (nur zum Teil zu Recht) auf Saussure berufende strukturalistische Sprachwissenschaft (seit ca. 1930), die sich (völlig zu Recht) auf Chomsky berufende Tradition der generativen Grammatik (ab ca. 1960), sowie die vielleicht am ehesten mit den Namen Lakoff und Langacker zu verbindende Bewegung der Kognitiven Linguistik (seit ca. 1980). Lektüre und Seminarplan werden in der ersten Sitzung bekanntgegeben. Interessenten, die noch nicht die formalen Voraussetzungen zum Besuch eines Hauptseminars erfüllen, sind willkommen und haben die Möglichkeit, einen Proseminarschein zu erwerben.

Anmeldung: Anmeldungen ab sofort, bitte per e-mail oder schriftlich über mein Postfach.

5.2 Hauptseminar Literaturwissenschaft

Nur im Lehramts-, Magister und Master-Studiengang

Master Hauptfach: Advanced Studies in Literature, Graduate Studies in Literature

Master Begleitfach: Advanced Seminar in Literature

8.0 credit points (CP)

Course requirements (unless noted otherwise):

Regular attendance and active participation (1 CP), course preparation and homework assignments (3 CP), oral presentation (1 CP) and term paper (3 CP).

ReJoyce III: Approaching Ulysses via Dubliners, A Portrait of the Artist and across the Irish Sea

Dr. B. Hirsch Monday 16:15 – 17:45 122 2hrs.

Not exactly a writer prone to false modesty, Joyce famously declared about his *Ulysses* to have “put in so many enigmas that it will keep the professors busy for centuries arguing over what I meant.”

This often quoted statement may well have contributed to the novel’s reputation of being highly influential but hardly accessible, if not altogether impenetrable.

Intended to overcome the wide-spread reservations resulting from such preconceptions, this seminar is mainly dedicated to an analysis of Joyce’s multifaceted 1922 masterpiece, but will also discuss its literary predecessors *Dubliners* (1914) and *A Portrait of the Artist* (1916). In doing so, we shall follow Derek Attridge’s advice that to “emphasize the pleasures of reading Joyce [...] is where any introduction to his work must begin”. Moreover, a five-day study trip across the Irish Sea – open to a limited number of students not participating in the seminar as well – ought to give us ample opportunity not only to literally walk in the steps of Joyce and his characters, but also to visit some of the places associated with other authors contributing to Dublin’s illustrious cultural heritage, such as Swift, Wilde, Shaw and Yeats, to name but a few.

Texts: Primary sources:

Joyce, James, *Dubliners*. Penguin Modern Classics edition (ISBN: 978-0-141-18245-2).

A Portrait of the Artist as a Young Man. Penguin Modern Classics edition (ISBN: 978-0-141-18266-7)

Ulysses. Penguin Modern Classics edition (ISBN: 978-0-141-18280-3)

Secondary sources:

Attridge, Derek (ed.), *The Cambridge Companion to James Joyce*. Cambridge et al. 2004.

Füger, Wilhelm, *James Joyce: Epoche – Werk – Wirkung*. München, 1994.

Gifford, Don, “*Ulysses*” *Annotated*. Berkeley / Los Angeles, 1988.

The Gothic

Prof. P. Schnierer Monday 09:15 – 10:45 108 2hrs.

Gothic novels are a perennial favourite among students, and rightly so: they are dark, erotic, with splendid villains, convoluted plots and odd ideas of architecture. But there is more to the Gothic than just a clutch of novels from the Romantic period. Gothic drama deserves a closer look, and the rich heritage of the Gothic, bifurcated into melodrama and thriller, arguably informs much of contemporary popular culture.

Texts: Please read the following texts:

Walpole, Horace. *The Mysterious Mother* 1768/81, available in Paul Baines and Edward Burns eds. *Five Romantic Plays*, Oxford, 2000).

Lewis, Matthew. *The Monk* (1796).

Shelley, Mary. *Frankenstein* (1818).

Stoker, Bram. *Dracula* (1897).

Some of the short stories of H.P. Lovecraft.

Botting, Fred. *Gothic* (London, 1996).

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; please be prepared to state reasons for your choice. The preliminary list of participants will be posted outside my office on the last day of term; definitive admittance will depend on the submission of a short analytical paper (to be discussed individually) by August 7th, 2009.

Southern Fiction

A. Stiebritz Wednesday 14:15 – 15:45 114 2hrs.

The Southern United States is a region with a unique historical and cross-cultural heritage including early Spanish, English and French settlements, Native Americans and enslaved Africans. This rich diversity has been mirrored in the narratives of Southern writers such as Mark Twain, Margaret Mitchell, Thomas R. Dixon, William Faulkner, Kate Chopin and Alice Walker. In the course we will analyze different novels and short stories of the late 19th and the 20th centuries which are preoccupied with Southern history and tradition as well as issues of regionalism, class, race, marginality and gender.

Texts: Mark Twain's *Adventures of Huckleberry Finn* (1885);

Kate Chopin's "The Storm" (1898) and "At the 'Cadian Ball'" (1892);

William Faulkner's "Barn Burning" (1938) and *The Sound and the Fury* (1929);

Carson McCullers' *The Ballad of the Sad Café* (1951)

Spaces of Decivilization: Norbert Elias's Cultural Theory and American Literature

Prof. D. Schloss Thursday 14:15 – 15:45 112 2hrs.

Norbert Elias, a German sociologist of Jewish descent, is best known for his study *Über den Prozess der Zivilisation*, first published in 1939. Elias describes the civilizing process as a process of pacification and rationalization: Out of the contest of numerous rivalling territorial magnates in the late middle ages, a centralized state emerges in early modern times which commands a monopoly in the legitimate use of violence and taxation. This process of state formation goes hand in hand with a change in behavioral standards (refinement of manners) and feelings: While in the earlier stages of the civilizing process, individuals are prone to violence and cooperate only under threat, in the later stages they learn to manage their passions and become socially minded. In Elias's scheme, the democratic state with its highly developed bureaucratic and legal apparatus pre-empts the need for violence establishing ideal conditions for enlightened self-control and peaceful cooperation.

While Elias's sociology has been frequently used to explore the state formation in Europe, it has rarely been invoked in discussions of the nation-building process of the United States. Elias's model of a progressive pacification and rationalization does not seem to square with the American development. In fact, historians such as Frederick Jackson Turner (frontier thesis) have suggested that American democracy is not the product of a gradual amelioration, but the result of regular disruptions of the civilizing process. Many historians would also argue that in the United States, the institution of state has never acquired the authority and power that it has attained in Europe. There have always been areas of American society where the state has not succeeded in upholding its monopoly of violence (the frontier, the Wild West, the ghetto). The question is whether we should consider these 'spaces of decivilization' in the US as an aberration or whether we should assume that civilization in the US proceeds on the basis of a model different from the one suggested by Elias. It is also striking that American literature and culture has always had a fascination with these spaces of decivilization and the violence and disorder that reign there. In fact, genres such as the western, the gothic, the thriller, and the conspiracy tale provide psychological spaces of decivilization which seem to satisfy deep emotional needs.

In this course we will study works of American literature and pop culture from both a sociological and an aesthetic perspective: 1) How do these works portray the civilizing process in America? How is the sphere of the state rendered? How do they motivate the breakdown of civilized forms of behaviour? 2) How do these works represent the "spaces of decivilization"? Why are these spaces so attractive to enlightened, democratic audiences? Our examples will be taken from two periods: the colonial and early national eras and the contemporary scene. Among the works to be studied (some in excerpts) are: "A Narrative of the Captivity ... Of Mrs. Mary Rowlandson" (1682); Charles Brockden Brown, *Wieland* (1798); Benjamin Franklin, *Autobiography* (Part II, 1784); Wes Craven, *Nightmare on Elm Street* (film, 1984); Alan Moore, *Watchmen* (1987); Brett Easton Ellis, *American Psycho* (1991), and Cormac McCarthy, *The Road* (2006).

Texts: A folder with background reading material (Elias, Turner, Mennell, Slotkin) will be placed on the reserve-book shelf in the library. The texts by Rowlandson, Franklin, and Crèvecoeur can be found in the Norton Anthology of American Literature, Vol. A.

Inexpensive paperback editions of the other works are available (*Wieland* – Penguin; *American Psycho* – Vintage, *The Road* – Macmillan, *Watchman* – DC Comics).

Introductory reading: Richard Slotkin, *Regeneration Through Violence: The Mythology of the American Frontier, 1600-1860*.

Kurt Vonnegut and Cultural History

J. Thorson Wednesday 14:15 – 15:45 122 2hrs.

The death of Kurt Vonnegut in April of 2007 at the age of 84 marks the passing of a truly distinctive voice from the American literary scene. This Hauptseminar will cover his entire career, though necessarily selectively. His short stories appeared in a variety of popular magazines from 1950 until the late 1960s. His masterpiece, *Slaughterhouse-5*, was based in part on his experience in World War II, but appeared in the midst of the widely unpopular Viet Nam War. All of the works which we will study will need to be understood in terms of their historical context. His writing, both fictional and non-fictional, is engaged in the events and controversies of his times, and a lot of our

seminar time will be taken up with finding the links between his writing and the events which stimulated it. Many of his works are satiric, though some of his non-fiction is directly polemic.

Registration: Registration will be by e-mail to Professor Thorson: <jthorson@unm.edu>

Texts: Required readings: (all of these works are available in paperback editions)

- *Welcome to the Monkey House*
- *Player Piano*
- *Cat's Cradle*
- *Sirens of Titan*
- *Wampeters, Foma, and Granfaloon*
- *Slaughterhouse-5*
- *Galapagos*
- *Fates Worse Than Death*

Literary Theory in the 20th Century

Dr. K. Frank Tuesday 11:15 – 12:45 114 2hrs.

Discussions about what literature is, what it can do and how it is to be read are as old as literature itself. However, in the 20th century, attempts at theorising literature spread and multiply at a speed and with an impact never seen before. The battle of the “-isms” begins: Structuralism, Marxism, Feminism, to name but a few, offer various and conflicting ideas about the study of literature and the function of literary criticism.

In this seminar, we will work our way through different schools of literary criticism with the help of core texts from each of them, comparing and debating their approaches and considering ways of applying them to literary texts as we go along. For comic relief in this very abstract field, we will use David Lodge's *Small World* as background reading for our discussion, since this novel satirically depicts the debates and adventures of several professors of literature travelling from conference to conference to spread their beliefs on the subject.

Registration: Please register by e-mail: <Kerstin.Frank@as.uni-heidelberg.de>

Texts: A reader with the relevant theoretical texts will be provided.

Please read David Lodge's *Small World* (Penguin edition) before the term starts.

Nineteenth-Century American Realism

Prof. G. Leypoldt and P. Löffler Monday 14:15 – 15:45 108 2hrs.

The nineteenth-century turn to realism reflects changing views on what constitutes essential “reality” (empirical surface rather than metaphysical interiority) and how reality is best perceived and recorded (hard-nosed observation as opposed to intuitive feeling, unobtrusive language instead of poetic tropes). Yet American realists of the post-Civil War period often combine the literary ideal of representational “objectivity” with a theory of cultural improvement that responds to the felt defects of the so-called *Gilded Age* (political corruption, economic greed and cultural philistinism). Writers such as Henry James and William Dean Howells shaped a literary avant-garde that considered the modernization of the novel to be part of a more general education: heightened

perception of detail and socio-political self-reliance appeared as two sides of the same coin. In this seminar, we will explore the cultural and literary program of *Gilded Age* realism by looking at four exemplary texts: Henry James' novel of manners *The Portrait of a Lady* (1881); William Dean Howells' social novel, *A Hazard of New Fortunes* (1890), Henry Adams' exploration of political Washington, *Democracy: An American Novel* (1880), and Edith Wharton's society novel *The House of Mirth* (1905).

Texts: Please obtain the following editions:

Henry James, *The Portrait of a Lady*, ed. Robert D. Bamberg (Norton Critical Edition: ISBN 0-393-96646-1);

William Dean Howells, *A Hazard of New Fortunes*, ed. Phillip Lopate (Penguin Classics: ISBN 0-14-043923-4);

Henry Adams, *Democracy: An American Novel*, ed. E.N. Harbert (Penguin Classics: ISBN 978-0-14-303980-8); and

Edith Wharton, *The House of Mirth*, ed. Elizabeth Ammons (Norton Critical Edition: ISBN 0-393-95901-5).

Registration: <leypoldt@as.uni-heidelberg.de>

6 Projektseminare

6.1 Methodologie und Forschungspraxis

Master Hauptfach: Graduate Studies in English Linguistics
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Einführung in das Projektmanagement – Blockseminar

Priv.-Doz. Dr. S. Kleinke Samstag 10:00 – 18:00 110 2st.

Termine voraussichtlich:

28.11.2009, 10:00-18:00

30.01.2010, 10:00-17:00

Diese Veranstaltung im Rahmen des Mastermoduls Forschungspraxis dient zugleich der praktischen Vorbereitung von projektorientierten linguistischen Examensarbeiten in Lehramts- und magisterstudiengängen. Ziel des Seminars ist es, Grundlagen für das Projektmanagement zu vermitteln (Analyse, Konzept- und Planungsphase; Durchführung und Abschluss), die im Rahmen von kleineren Übungsprojekten zum Themenbereich der Internetkommunikation im Kurs erprobt werden. Die Veranstaltung vermittelt damit auch berufsqualifizierende Fähigkeiten. Bei Fertigstellung einer eigenen Projektarbeit wird eine gesonderte Bescheinigung für die Anerkennung übergreifender Kompetenzen ausgestellt.

Anmeldung: InteressentInnen können sich per E-mail anmelden.

<anmeldung.kleinke@googlemail.com>

Voraussetzung: PS II in Sprachwissenschaft.

7 Oberseminare

8 credit points (CP)

Master Hauptfach: Graduate Studies in English Linguistics, Graduate Studies in Literature

Course requirements (unless noted otherwise):

Regular attendance and active participation (1 CP), course preparation and homework assignments (3 CP), oral presentation (1 CP) and term paper (3 CP).

Future

Dr. S. Herbrechter Friday 14:00 – 17:00 112 2hrs.

Can one do justice to the future? The future always seems to be caught between the predictable and the unpredictable, the possible and the impossible. Culture, science, politics... are all involved in “constructions” (anticipations, predictions, extrapolations etc.) of futurity and in controlling future’s radical unknowability (the future as mere “to-come” [Derrida]). Constructions of the future are therefore an interesting object of study because they are reflections of “present” anxieties and desires, projections of identity and otherness. Attempts to anticipate future developments on the basis of past occurrence (i.e. learning from history) or to measure the impact of present action on future scenarios (i.e. imagining the future, c.f. utopia, dystopia, science fiction, futurology, nostalgia etc.) say more about the current state of human (self)perception than about the future-to-come as such. How are we to evaluate this seemingly inescapable narcissism and anthropomorphism at work in constructions of the future? Is another thinking of the future possible? This module will be looking at the concept of “futurity” from philosophical, theological, political, linguistic, cultural, psychological and cognitive perspectives.

Recent Developments in Literary Criticism

Prof. P. Schnierer Thursday 14:15 – 15:45 114 2hrs.

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.

Registration: Registration is open from the moment you read this. Come and see me in room 212 (Tuesdays at 10.30 or at any time my door is open). Prior participants in one of my Oberseminare may mail to <pps@urz.uni-heidelberg.de>.

8 Grundlagenkolloquien

8.1 Grundlagenkolloquium Sprachwissenschaft

Master Hauptfach: Introduction to Research in English Linguistics
8 credit points (CP)

The Structure of Present-Day English

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

Description see page 54.

8.2 Grundlagenkolloquium Literaturwissenschaft

Master Hauptfach: Introduction to Research in Literature
8 credit points (CP)

American Literature

Prof. D. Schulz Thursday 16:15 – 17:45 108 2hrs.

Description see page 55.

9 Examensvorbereitung

Kein Scheinerwerb

9.1 Kolloquien

Forschungskolloquium

Prof. G. Leypoldt Thursday 16:00 – 17:30 122 2hrs.

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

Registration: <leypoldt@as.uni-heidelberg.de>

Examenskolloquium

Prof. G. Leypoldt Monday 16:15 – 17:45 108 2hrs.

This course is intended for exam candidates, and it offers a forum for discussing and presenting examination topics and outlines of M.A. or Staatsexamen theses.

Registration: <leypoldt@as.uni-heidelberg.de>

Examenskolloquium

Priv.-Doz. Dr. S. Kleinke Mittwoch 16:15 – 17:45 333 2st.

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

Anmeldung: über E-mail <anmeldung.kleinke@googlemail.com>.

Texte: Relevante Literatur:

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

Weitere Literaturhinweise in der ersten Sitzung.

Examenskolloquium Linguistik

Prof. B. Glauser Dienstag 14:15 – 15:45 115 2st.

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

Anmeldung: persönliche Anmeldung

Scheinerwerb: Aktive Vorbereitung und Mitarbeit werden erwartet

Kolloquium für Examenskandidaten

Prof. P. Schnierer Donnerstag 11:15 – 12:45 114 2st.

Diese Ankündigung ist auf Deutsch, aber das Kolloquium wird beide Sprachen in ihr Recht setzen. Es soll der Vorbereitung auf Staatsexamina und Magisterprüfungen dienen und wird sich demnach an Ihren Themen, insbesondere denen Ihrer mündlichen Prüfungen, orientieren. Ein *mock exam* ist ebenso geplant wie individuelle Beratung bei der Konzeption und Organisation Ihrer Prüfungsthemen.

Anmeldung: ab sofort in Raum 212, am liebsten in meiner wöchentlichen Sprechstunde (Di 10.30).

Kolloquium für Examenskandidaten

Prof. D. Schloss Wednesday 16:15 – 17:45 122 2hrs. fortnightly

This course is intended for exam candidates and will meet every other week. It offers a forum for discussing and presenting outlines of M.A. and Staatsexamen theses and prepares students for the oral exams in English and American literature.

Registration: Please register via e-mail: <dietmar.schloss@urz.uni-heidelberg.de>

9.2 Sprachwissenschaftliche Repetitorien

The Structure of Present-Day English

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

One part of the objective of this course is to provide students with an opportunity to prepare for the exam Rahmenthema of the same title. The other is to assemble, brush up, and supplement the fragmented bits and pieces of linguistic knowledge that have accumulated during the years of study in such a way that students feel confident about their knowledge of linguistics and are able to tackle practical linguistic problems. The topics dealt with very much overlap with those covered by the Introduction to Linguistics, i.e., presentations, discussions and exercises will focus on the core linguistic disciplines.

Registration: Please sign up on the list on my door (325). I will not accept more than 40 students this time. Priority is given to Master students and to those who are taking their Staatsexamen directly after the end of term.

Note: There will be a one-hour Übung accompanying the course on Mondays 18:15 -19:00.

Texts: A Reader containing the texts to be studied and discussed will be available by the beginning of term. Exercise sheets and additional material can be downloaded from ESEM.

Course requirements: Regular attendance and course preparation (1 CP + 2 CP); oral report (2 CP); short paper + oral exam (1 CP + 2 CP).

9.3 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“ (vgl. *Studienführer* Seite 70-75). Neben der interpretatorischen Arbeit werden auch Hilfsmittel und Wege zur Erschließung größerer Zusammenhänge besprochen.

American Literature

Prof. D. Schulz Thursday 16:15 – 17:45 108 2hrs.

In accordance with the current *Rahmenthema* – “Non-Fictional Prose: From the Age of Enlightenment to the American Renaissance” – we will discuss the following texts: Franklin, *Autobiography*; Crèvecoeur, *Letters from an American Farmer*; Emerson, “Self-Reliance” and “The Poet”; Thoreau, *Walden*; Margaret Fuller, “The Great Lawsuit”; Frederick Douglass, *Narrative of the Life of Frederick Douglass*; Harriet Jacobs, *Incidents in the Life of a Slave Girl*.

Participants will be expected to prepare a short oral presentation.

Registration: No registration.

Texts: All texts are in *The Norton Anthology of American Literature*. Ed. Nina Baym. Vols. A and B.

9.4 Vorbereitungskurs für Examenskandidaten

Translation for Exam Candidates

K. Henn	Monday	14:15 – 15:45	116	2hrs.
K. Henn	Monday	16:15 – 17:45	116	2hrs.
D. O’Brien	Tuesday	11:15 – 12:45	108	2hrs.
D. O’Brien	Tuesday	16:15 – 17:45	108	2hrs.

This course will prepare you for *Klausur I* of the *Staatsexamen*. We will go through a past exam each week, concentrating on the areas that typically cause most difficulty. You will have the opportunity to have homework marked regularly. The course will conclude with a mock exam.

Note: The course is only open to students taking their exams at the end of the semester.

Registration: Registration is through SignUp only.

Language History

Prof. J. Insley Thursday 09:15 – 10:45 116 2hrs. (fortnightly)

This course is intended for examination candidates, who need a compact refresher in the major themes of the history of English. We will proceed chronologically, so that each of the three major periods (Old, Middle and Early Modern English) will receive due and appropriate attention. The course is suitable as a preparation for the historical part of the oral examination in the *Staatsexamen*.

Registration: <john.insley@as.uni-heidelberg.de>/<john.insley@t-online.de>

Texts: A bibliography will be provided at the beginning of the course, but students should have read A. C. Baugh/T. Cable, *A History of the English Language*, 5th ed. (London, 2002).

10 Sprachpraxis

10.1 Pronunciation Practice/Begleitkurs Phonetik

Anmeldung per Online-Formular erforderlich.

Bachelor-Modul	Studiengang/Semester
Phonetics	25% Sprachwiss., 25% Literaturwiss. oder 25% Kulturwissenschaft, 1.-2. Semester
Phonetics, Grammar, Writing	50% 1.-3. Semester; 75% 1.-2. Semester
1.0 credit point (CP)	

This is a practical class in the language lab in which you actively improve your English pronunciation. The *Begleitkurs* should be taken in the same semester as the lecture ‘Introduction to English Phonetics and Phonology’, but certainly not before the lecture. The *Schein* that you receive for passing this class is the so-called ‘Aussprachetest’. B.A. students receive 1 CP for passing this class. Sign up online for either British English (BE) or American English (AE) classes. Please note that you will lose your place in a *Begleitkurs* if you do not turn up for the first session.

Texts: You will need to obtain one of the following books for the *Begleitkurs* (the first for British, the second for American English pronunciation):

Sauer, Walter. 2006. *A Drillbook of English Phonetics*. Third Edition. Heidelberg: Winter. (or second edition).

Sauer, Walter. 2006. *American English Pronunciation: A Drillbook*. Third Edition. Heidelberg: Winter. (or second edition).

Pronunciation Practice/Begleitkurs Phonetik BE

M. Zier	Friday 12:15 – 13:00	ZSL	1hr.
M. Zier	Friday 11:15 – 12:00	ZSL	1hr.
M. Zier	Friday 10:15 – 11:00	ZSL	1hr.
M. Zier	Wednesday 11:15 – 12:00	ZSL	1hr.
M. Zier	Wednesday 10:15 – 11:00	ZSL	1hr.
M. Zier	Wednesday 09:15 – 10:00	ZSL	1hr.
M. Zier	Wednesday 08:15 – 09:00	ZSL	1hr.

Pronunciation Practice/Begleitkurs Phonetik AE

D. Stewart	Friday 13:15 – 14:00	ZSL	1hr.
D. Stewart	Thursday 15:15 – 16:00	ZSL	1hr.
D. Stewart	Thursday 14:15 – 15:00	ZSL	1hr.
D. Stewart	Thursday 13:15 – 14:00	ZSL	1hr.
D. Stewart	Thursday 12:15 – 13:00	ZSL	1hr.

10.2 Grammar/Grammar and Style I

Anmeldung per Online-Formular erforderlich.

Bachelor-Modul

Studiengang/Semester

Phonetics, Grammar, Writing

50% 1.-3. Semester; 75% 1.-2. Semester

3.0 credit points (CP)

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

K. Henn	Thursday 14:15 – 15:45	115	2hrs.
C. Burmedi	Monday 09:15 – 10:45	122	2hrs.
K. Henn	Tuesday 14:15 – 15:45	116	2hrs.
K. Henn	Tuesday 16:15 – 17:45	116	2hrs.
K. Pfister	Wednesday 09:15 – 10:45	113	2hrs.
D. O'Brien	Wednesday 11:15 – 12:45	122	2hrs.
K. Pfister	Thursday 11:15 – 12:45	113	2hrs.
K. Pfister	Friday 09:15 – 10:45	113	2hrs.

10.3 Grammar and Style I for Repeat Students

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

C. Burmedi	Tuesday 09:15 – 10:45	122	2hrs.
C. Burmedi	Tuesday 11:15 – 12:45	122	2hrs.

10.4 Writing/Writing I

Anmeldung per Online-Formular erforderlich.

Bachelor-Modul

Phonetics, Grammar, Writing

Studiengang/Semester

50% 1.-3. Semester; 75% 1.-2. Semester

3 credit points (CP)

Course Requirements: Regular attendance (1 CP), homework time (1 CP), exam (1 CP)

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.

Note: You should have passed Grammar/Grammar and Style I to register for this course!

K. Putnam	Monday 09:15 – 10:45	116	2hrs.
K. Putnam	Monday 11:15 – 12:45	116	2hrs.
D. O'Brien	Tuesday 09:15 – 10:45	115	2st.
K. Henn	Tuesday 11:15 – 12:45	113	2hrs.
D. O'Brien	Wednesday 09:15 – 10:45	122	2hrs.
B. Gaston	Wednesday 14:15 – 15:45	108	2hrs.
B. Gaston	Wednesday 16:15 – 17:45	108	2hrs.
K. Henn	Thursday 11:15 – 12:45	115	2hrs.
T. Pittman	Friday 09:15 – 10:45	115	2hrs.
T. Pittman	Friday 11:15 – 12:45	115	2hrs.

10.5 Translation into English/Translation I

Anmeldung per Online-Formular erforderlich.

Bachelor-Modul

Translation and English in Use

Studiengang/Semester

75% 1.-3. Semester

3 credit points (CP)

Course Requirements: Regular attendance (1 CP), homework time (1 CP), exam (1 CP)

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

A. Mau	Monday 09:15 – 10:45	115	2hrs.
B. Gaston	Monday 14:15 – 15:45	114	2hrs.
K. Pfister	Tuesday 09:15 – 10:45	113	2hrs.
B. Gaston	Wednesday 09:15 – 10:45	108	2hrs.
A. Mau	Thursday 09:15 – 10:45	114	2hrs.
A. Mau	Thursday 11:15 – 12:45	116	2hrs.
T. Pittman	Thursday 16:15 – 17:45	333	2hrs.
K. Pfister	Friday 11:15 – 12:45	113	2hrs.

10.6 English in Use

Anmeldung per Online-Formular erforderlich.

Bachelor-Modul

English in Use

Translation and English in Use

Studiengang/Semester

25% Sprachwiss., 25% Literaturwissenschaft
oder 25% Kulturwissenschaft 3.-5. Semester

75% 1.-3. Semester

3 credit points (CP)

Course Requirements: Regular attendance (1 CP), homework time (1 CP), exam (1 CP)

Presentation of Topics

T. Pittman Wednesday 9.15-10.45 110 2hrs.

The emphasis of this course is on speaking and oral presentations, but it will also include listening and close reading skills.

Each student will choose a current topic/issue and then find a 5-8 minute video or audio clip which deals with the selected topic from an English language news source. The student will then write comprehension questions for the video clip and a complementary article. For his/her final presentation, the student will present background information about the topic, show the video clip, go through the comprehension questions with the students, lead a group discussion of the article, and then facilitate a debate about the topic in general.

Translation into German

N. Jeck Wednesday 11:15 – 12:45 333 2hrs.

N. Jeck Wednesday 14:15 – 15:45 115 2hrs.

This course focuses on the translation of contemporary English and American literary texts into German. However, you will also be asked to work with other texts that are natural candidates for translation, such as newspaper and magazine articles, advertisements, brochures, instructions, menus, obituaries and so on.

Vocabulary and Idiom

D. O'Brien Thursday 09:00 – 09:45 112 2hrs.

The aim of this course is to help you expand and enrich both your active and passive vocabulary. You will begin by briefly familiarising yourselves with your dictionaries and then go on to look at such areas as *word formation, semantic fields, phrasal verbs, idioms, false friends, and register and style*. In addition, we will deal with various topic areas each week (*politics, personal finance, books, the media, education, health, and sport* to mention just a few) by means of exercises and newspaper articles. The emphasis of the course will be on practical work – you will be confronted with a myriad of exercises to do at home and in class. If you enjoy words and language, if you are the type of person who gets sidetracked when using a dictionary, then this is the course for you.

Texts: A good up-to-date learner's dictionary (Longman DCE, Oxford ALDE, Collins Cobuild etc.) which you should bring to class each week.

Writing for Business Purposes

C. Christoph Thursday 14:15 – 15:45 113 2hrs.

C. Christoph Thursday 16:15 – 17:45 113 2hrs.

This class will concentrate on the texts students are most likely to need outside of the classroom. Areas covered will include resumés (c.v.s), cover letters, letters of complaint, memos, press releases and proposals.

10.7 Advanced Writing/Writing II

Anmeldung per Online-Formular erforderlich.

Bachelor-Modul

Studiengang/Semester

Advanced Writing and Stylistics

50% oder 75% 4.-5. Semester

Master Hauptfach: Select Issues in English Usage

Master Begleitfach: Essential Issues in English Usage

4.0 credit points (CP)

Course requirements: Regular attendance and active participation (1 CP), regular homework assignments (2 CP), final essay (1 CP).

Essay Types

In this course students will have the chance to develop their language skills while learning to organize and write various types of academic essays. Starting with the development of a topic statement, students will progress through increasingly complex assignments until they are writing well thought-out, formal essays.

B. Gaston	Monday 09:15 – 10:45	114	2hrs.
K. Putnam	Monday 14:15 – 15:45	113	2hrs.
B. Gaston	Monday 16:15 – 17:45	112	2hrs.
T. Pittman	Tuesday 09:15 – 10:45	333	2hrs
K. Putnam	Tuesday 11:15 – 12:45	333	2hrs.
T. Pittman	Wednesday 16:15 – 17:45	115	2hrs.
K. Zawatzky	Thursday 09:15 – 10:45	115	2hrs.
K. Zawatzky	Thursday 11:15 – 12:45	112	2hrs.
A. Mau	Thursday 14:15 – 15:45	116	2hrs.
A. Mau	Thursday 16:15 – 17:45	116	2hrs.

Academic Writing for M.A. Students

Dr. S. Föhr Tuesday 09:15 – 10:45 116 2hrs.

This course aims to provide a solid foundation in all aspects of academic writing, emphasizing clarity, structure, and style. An introduction to research, citation, and bibliographic methods will also be included. Readings will be drawn from a wide range of sources in literature, criticism, and related fields; the focus will be on pairing texts with model examples of academic prose. Students will have some say in dictating the course material. Writing assignments will be regular, and will stress the importance of revision in the writing process.

Course requirements: This course is open to M.A. students in English (Hauptfach & Begleitfach) and to advanced Magister & Lehramt students, with permission of the instructor.

Registration: Students are advised to contact the instructor before registering for the course; a writing sample will be required prior to registration.

10.8 Oral and Written Presentation of Research in English

K. Putnam Tuesday 16:15 – 17:45 122 2hrs.

Primarily aimed at preparing Masters students to present academic research in written and spoken form, this course is suitable for any motivated and qualified student of English. Rigorous writing and speaking practice will be accompanied by readings in rhetoric and composition.

Course requirements: You should have passed Writing II (Advanced Writing) 500 word non-fiction Writing Sample and explanation of why you would like to participate in the course to: <kathleen.putnam@mail.as.uni-heidelberg.de>

10.9 Stylistics/Grammar and Style II

Anmeldung per Online-Formular erforderlich.

Bachelor-Modul

Studiengang/Semester

Advanced Writing and Stylistics

50% oder 75% 4.-5. Semester

Master Hauptfach: Select Issues in English Usage

Master Begleitfach: Essential Issues in English Usage

4.0 credit points (CP)

Course requirements: Regular attendance and active participation (1 CP), regular homework assignments (2 CP), final essay (1 CP).

Register

There are three main areas that are looked at in this course, but they are all focused on the writing of academic prose: text analysis, headlines/journalese, and register.

T. Pittman Monday 09:15 – 10:45 333 2hrs.

T. Pittman Monday 11:15 – 12:45 333 2hrs.

T. Pittman Monday 14:15 – 15:45 333 2hrs.

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

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

B. Gaston Tuesday 16:15 – 17:45 114 2hrs.

Dubbing, Subtitling and the Translation of Literary Dialogue

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

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

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

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

10.10 Translation II (E-G)

Anmeldung per Online-Formular erforderlich.

4.0 credit points (CP)

Course requirements: Regular attendance and active class participation (1 CP), regular homework assignments, group project (2 CP), final exam in form of an in-class translation (1 CP).

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.

K. Gunkel Wednesday 09:15 – 10:45 333 2hrs.

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

K. Gunkel Thursday 11:15 – 12:45 333 2hrs.

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

10.11 Advanced English in Use

Anmeldung per Online-Formular erforderlich.

Master Hauptfach: Select Issues in English Usage

Master Begleitfach: Essential Issues in English Usage

4.0 credit points (CP)

Course Requirements:

Regular attendance (1 CP), regular homework assignments (2 CP), written exam (1 CP).

Advanced Vocabulary and Idiom

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

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.

Course requirements: Course requirements for Erasmus and M.A. students: regular attendance and active participation (1 CP), 30 hour internship in an English-speaking environment (1 CP), homework including one 15-minute oral report (1 CP) and final written exam (1 CP)

Translation into English for Advanced Students

P. Bews Tuesday 16:15 – 17:45 115 2hrs.

P. Bews Thursday 16:15 – 17:45 114 2hrs.

This course is intended for all students approaching their finals (M.A. and SE) who have spent a year abroad and need practice in advanced translation. We will cover both journalistic texts as well as literary ones and the emphasis will be on producing English-sounding texts, not the mutilated language sometimes practised in the lower level course, which is more an opportunity to refresh your grammar. Here grammar is a given.

11 Fachdidaktik

Anmeldung per Online-Formular erforderlich.

Das Lehrwerk – lerntheoretische und methodisch-didaktische Grundlagen

N.N.	Monday 14:15 – 15:45	112	2 hrs.
M. Fahmi	Monday 16:15 – 17:45	115	2 hrs.
I. Sikora-Weißling	Thursday 14:15 – 15:45	110	2 hrs.
I. Sikora-Weißling	Thursday 16:15 – 17:45	115	2 hrs.

Da die Veranstaltung der Vorbereitung des Praxissemesters dient und mit diesem curricular eng verzahnt ist, wird dringend angeraten, sie vor dem Praxissemester zu besuchen.

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 Lehrwerke 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.

Texte: Lehrwerke werden gestellt.

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

12 Ethisch-Philosophisches Grundstudium

Nur Lehramtsstudiengang

Ready for ‘Paddy’? A History of Britain’s Irish Community and its Cultural Representations

Dr. B. Hirsch Monday 14:15 – 15:45 110 2hrs.

Description see page 39.

Thackeray

E. Redling Wednesday 16:15 – 17:45 112 2hrs.

Description see page 28.

Modern British and Irish Drama

Dr. H. Grundmann Monday 16:15 – 17:45 113 2hrs.

Description see page 29.

Surveillance

Dr. H. Jakubzik Wednesday 14:15 – 15:45 112 2hrs.

Description see page 33.

13 Sonstiges

From Text to Motion Picture – Literature Recast

A. Stiebritz Wednesday 18:00 – 19:45 110 2hrs.

In the last two decades acclaimed screen writers and directors such as Roman Polanski, Joe Wright or Andrew Davies have turned their talents to a number of nineteenth-century English novels. They produced fresh, imaginative and experimental adaptations, which are, nevertheless, faithful to the originals. We will watch big screen movies and mini TV-serials adapting classical novels by authors including Jane Austen, Charles Dickens, Charlotte Brontë and Thomas Hardy.

Note: Everyone interested in literature and film is invited to attend the screenings!

Creative Writing

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

A warm welcome to all those who enjoy writing and wish to share their writing with others.
Please keep the evening free for socialising after class.

Lektürekurse

Neu-Irisch, Irisch-Gälisch

N. Leypoldt Donnerstag 09:15 – 10:45 117 2st.

Irische Sprachkenntnisse können den Kontakt mit Irland und seinem Kultur vertiefen, sie bieten zudem Einblicke in das in Irland gesprochene Englisch (Hiberno-Englisch).

Diese Übung ist für Studierende ohne Vorkenntnisse bzw. mit geringen Vorkenntnissen geeignet.

Der Kurs konzentriert sich auf gesprochenes Irisch und Grammatik bis zum Niveau A1 des Gemeinsamen Europäischen Referenzrahmen (Lehrplan siehe http://www.teg.ie/pdf/A1_syll.pdf). Besondere Interessen der Studierenden werden nach Möglichkeit berücksichtigt.

Slán go fóill! („Tschüß für jetzt“)

Texte: Arbeitsmaterialien werden im Unterricht verteilt.

Anmeldung: per e-mail unter: niamh.leypoldt@ireland.com

Hot Off the Press

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

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

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

Further information: HOP schedules from past semesters are available online

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

another way to get an impression of our work is to read our book *Zweiundzwanzig*

amerikanische Romane aus dem neuen Jahrhundert: Literaturkritische Essays zur Einführung

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

Registration: No registration necessary.

Students of all semesters are welcome.

14 Übergreifende Kompetenzen

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

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

Grundsätzlich gilt für den Erwerb von Leistungspunkten:

- a) Die bloße Teilnahme an einer Veranstaltung reicht nicht aus – es ist auf jeden Fall ein Leistungsnachweis zu erbringen, der allerdings in der Regel unbenotet ist.
- b) Wenn Sie nicht sicher sind, ob Ihnen eine Veranstaltung, die Sie besuchen möchten, für den Bereich „Übergreifende Kompetenzen“ angerechnet werden kann, wenden Sie sich bitte an den zuständigen Studienberater desjenigen Faches, in dem die Anrechnung erfolgen soll.

Die für das aktuelle Semester gemeldeten Veranstaltungen können Sie online über LSF <http://lsf.uni-heidelberg.de> **abfragen:** über „Veranstaltungssuche“ gelangen Sie auf eine Suchmaske, in der Sie durch Anklicken von „Ja“ in der letzten Zeile „Übergreifende Kompetenzen“ und die Auswahl der drei oben genannten Fakultäten unter „Einrichtung“ den gesamten Pool abrufen können. Sollten Sie Ihre Suche einschränken wollen (z. B. auf einzelne Fakultäten oder Fächer usw.), so können Sie das durch eine spezifischere Auswahl im Feld „Einrichtung“ und/oder mit Hilfe der andern Suchkriterien tun.

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

Neu-Irisch, Irisch-Gälisch

N. Leypoldt Donnerstag 09:15 – 10:45 117 2st.

Beschreibung siehe Seite 66.

Hot Off the Press

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

Description see page 66.