

Universität Heidelberg - Anglistisches Seminar

Kommentierte Ankündigungen

Wintersemester 2011/2012



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1 Einleitung

Die *Kommentierten Ankündigungen* enthalten Hinweise auf den Inhalt der einzelnen Vorlesungen, Seminare und Übungen des jeweiligen Semesters. Sie informieren außerdem über das Anmeldeverfahren und ggf. über die von Ihnen während der Semesterferien zu leistende Vorbereitung. Die erforderlichen Nachträge und Berichtigungen werden in den ersten 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 20. Juni 2011.

1.1 Termine und Fristen

Vorlesungsdauer	11.10.2011 – 4.2.2012
Weihnachtspause	23.12.2011 – 7.1.2012
Feiertage	1.11.2011
Orientierungseinheit für Studienanfänger	5.10.2011
Online Anmeldung für Proseminare	25.7. – 14.8.2011
Tausch- und Rückgabemöglichkeit für Plätze in Proseminaren	16.8. – 21.8.2011 und 22.9. – 6.10.2011
Online Anmeldung für Kurse außer Proseminaren	12.9. – 6.10.2011

Anmelde- und Tauschfristen in der Übersicht

Juli.....August.....September.....Oktober.....

Anmeldung Proseminare:
25.7-14.8

Tausch/Rückgabe PS
16.8.-21.8.

Online Anmeldung
außer Proseminare
12.9.-6.10.

Tausch/Rückgabe PS
22.9.-6.10.

1.2 Einsatz von Studiengebühren für die Lehre

Das Anglistische Seminar setzt Studiengebühren überwiegend dazu ein, die Kursgröße klein zu halten und die Bandbreite der angebotenen Veranstaltungen zu erweitern. Im Wintersemester 2011/12 werden voraussichtlich (Stand: Redaktionsschluss, es kommen noch 9 weitere Kurse Sprachpraxis aus Studiengebühren hinzu) die folgenden Lehrveranstaltungen aus Studiengebühren finanziert:

Kurstyp	Kurse aus Studiengebühren	Kurse gesamt	Anteil aus Studiengeb.
Vorlesungen	0	6	0%
Proseminare	7	55	13%
Hauptseminare	2	19	10%
Kolloquien	0	10	0%
Oberseminare	0	3	0%
Examensvorbereitung	0	4	0%
Fachdidaktik	0	4	0%
Sprachpx Grundstudium	27	9	33%
Sprachpx Hauptstudium	14	5	36%

Weitere Informationen zum Einsatz der Studiengebühren finden Sie im Internet auf der Homepage des Seminars sowie unter [<http://sgv.uni-hd.de>](http://sgv.uni-hd.de).

1.3 Leistungsbezeichnungen und Modulzuordnungen in der Übergangsphase zu den neuen Prüfungsordnungen

Mit den neuen Prüfungsordnungen in BA und Lehramt wurden ab WS 2010/11 neue Leistungen eingeführt (z. B. „Tense and Aspect“, „Description and Narration“), und das Lehramt wurde modularisiert. Die Leistungen und Module der beiden neuen Studiengänge (BA nach neuer Prüfungsordnung und modularisiertes Lehramt) sind weitestgehend kompatibel. Es gibt aber Unterschiede zum alten BA und zum alten Lehramt. Während einer Übergangsphase – solange also sowohl nach den alten als auch nach den neuen Prüfungsordnungen studiert werden kann – werden manche Lehrveranstaltungen unter verschiedenen Bezeichnungen angeboten.

Details über die Modulzugehörigkeit der Lehrveranstaltungen finden Sie in den Modularisierungen, die Sie von der Homepage des Seminars („Im Studium/Prüfungsangelegenheiten“) herunterladen können.

Die folgende Tabelle listet die Entsprechungen der Leistungsbezeichnungen auf. Die kursiv gesetzten Bezeichnungen werden seit dem WS 2010/2011 verwendet; die nicht kursiv gesetzten Bezeichnungen stammen bereits aus den Entsprechungen zum „alten“ BA-Studiengang.

Neue Bezeichnung	Alte Bezeichnung
Proseminar I Kulturwissenschaft (anwendungsorientiert)/Landeskunde	Landeskunde
Proseminar I Kulturwissenschaft (theoretisch)	– kein Schein –
Proseminar II Kulturwissenschaft/Landeskunde	Landeskunde
Proseminar II moderne Sprachwissenschaft	Proseminar I Sprachwissenschaft
English in Use	– kein Schein –
Advanced English in Use	– kein Schein –
<i>Description and Narration</i>	– kein Schein –
<i>Exposition and Argumentation</i>	– kein Schein –
<i>Grammar/Tense and Aspect</i>	Grammar/Grammar and Style I
<i>Writing/Essential Skills for Writing</i>	Writing/Writing I
<i>Translation into English/Structure and Idiom</i>	Translation into English/Translation I
<i>Advanced Writing/Academic Essay Writing</i>	Advanced Writing/Writing II

Die neuen Kurse „Description and Narration“ und „Exposition and Argumentation“ werden in der Übergangsphase auch unter der Rubrik „Stylistics/Grammar and Style II“ aufgelistet.

1.4 Der Master-Studiengang

Für Studierende der MA-Studiengänge gibt es eine eigene Ausgabe der Kommentierten Ankündigungen, die ebenfalls im Glaskasten bzw. auf der Internetseite des Seminars zum Herunterladen verfügbar ist.

1.5 Wichtige Hinweise zum Anmeldeverfahren

Grundsätzlich wird zwischen zwei Anmeldeverfahren unterschieden:

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

Persönliche Anmeldung

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

Online-Formularanmeldung („Kurswahl“)

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

Im Wintersemester 2011/12 gilt der Online-Anmeldemodus wieder auch für alle Proseminare: Bitte beachten Sie die frühere Anmeldefrist von 25. Juli bis 14. August und melden Sie sich zu den Proseminaren über SignUp (Kurswahl) an. Nur Gasthörer (ohne Scheinerwerb) sowie ausländische Studierende ohne Immatrikulation in Anglistik melden sich persönlich zu Proseminaren an.

Die Online-Anmeldung zu Proseminaren wurde gegenüber dem Sommersemester 2011 in folgenden Punkten modifiziert:

- 1. Der Zeitraum zum Tauschen oder Absagen von Proseminarplätzen wurde verlängert (und auf zwei Perioden aufgeteilt, Termine siehe weiter oben)**
- 2. Der Tausch von Proseminarplätzen wird auch über Kurstypgrenzen hinweg ermöglicht. (Wer z. B. seinen Platz in einem PS Literaturwiss. nicht wahrnehmen kann, kann von diesem Platz in ein PS Sprachwissenschaft wechseln).**

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

Regeln der Anmeldung:

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

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

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

Pronunciation Practice, Haas, Tuesday 09:15 – 10:00	9 Punkte
Pronunciation Practice, Haas, Tuesday 15:15 – 16:00	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:

<<https://www-alt.urz.uni-heidelberg.de/php-scripte/freisch.php43>>

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).

1.6 Orientierungseinheit für Studienanfänger

Am Mittwoch, dem 5. Oktober 2011 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: 20. Juni 2011

2 Vorlesungen

2.1 Vorlesung historische Sprachwissenschaft

Course Requirements (unless noted otherwise):

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

A History of English to 1500

Prof. J. Insley Friday 11:15 – 12:45 108 2hrs.

The continuous history of Modern English reaches back to the 15th century and one can argue that the period before 1400 is a prehistory of Modern English, a prehistory characterized by breaks in continuity and by major disruptions within the speech community. This course of lectures will begin by stating general principles and will move on to trace the history of English and its predecessors from its Indo-European and Germanic origins to the emergence of what became the basis of the Modern English Standard in the 15th century. Major developments in phonology, morphology and lexis will be treated in some detail, but they will be fitted into the external history and the history of textual traditions. The linguistic history will be examined against the background of such historical factors as the Anglo-Saxon Invasion, the creation of the Danelaw, the Norman Conquest and the re-emergence of a transformed English in the later Middle Ages. The course will close with the 15th century and its language, the basis of English as we know it today.

Texts: A bibliography will be provided.

2.2 Vorlesung moderne Sprachwissenschaft

Course Requirements (unless noted otherwise):

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

Approaches to Grammar – Past and Present

Prof. B. Busse Wednesday 09:15 – 10:45 Neue Uni HS 15 2hrs.

This lecture will focus on a variety of contemporary and historical approaches to English grammar (writing). One aim is to give you an overview of the development of English grammar writing from its beginnings to the present. More specifically, I will also outline the main concepts of a number of selected grammars to you. For example, I will critically discuss Johnson's (1640) *English Grammar* or Lowth's (1762) *A Short Introduction to English Grammar* – to name but two important historical grammars. Among the contemporary approaches discussed will be, for example, systemic-functional grammar and construction grammar.

Texts: Study material and the schedule for this lecture will be uploaded and/or announced on Moodle at the end of August 2011.

Registration: Please contact Mrs Anika Conrad by 15 August 2011 at <anika.conrad@as.uni-heidelberg.de> to sign up for the course.

British-English Dialectology

Prof. B. Glauser Wednesday and Thursday 13:15 – 14:00 Neue Uni HS 8 2hrs.

Between 1966 and 2000 more than 3,000 maps covering features of British English dialects were published, and there has been no indication that we might be at the end of this ‘minor boom’. Introductions to English Dialectology date from 1972 (Wakelin, rev. 1977), 1980 (Petyt), 1980 (Chambers/Trudgill), 1983 (Francis). In view of this discrepancy between state of the art and textbook introductions, the present lecture course will provide an introduction that covers 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.

2.3 Vorlesungen Literaturwissenschaft

Ringvorlesung

Prof. P. Schnierer Monday 18:15 – 19:45 Neue Uni HS 13 2hrs.

By now this is something of a tradition: The department’s literary scholars jointly offer a survey course – this time, organised along topographical lines, from India to Haiti and from West Africa to New Mexico.

2.4 Vorlesung Kulturwissenschaft

Ringvorlesung

Prof. P. Schnierer Monday 18:15 – 19:45 Neue Uni HS 13 2hrs.

Description see page 9.

Approaches to Grammar – Past and Present

Prof. B. Busse Wednesday 09:15 – 10:45 Neue Uni HS 15 2hrs.

Description see page 8.

History of Christianity in America, 1800-1900

Prof. J. Stievermann Tuesday 14.15-15.45 and Wednesday 14.15-15.00 HCA

This lecture course offers a survey of the history of Christianity in North America from the revolutionary period to the end of the nineteenth century. Always with an eye on the European background, the course will examine the often surprising ways in which the various forms of Christianity that were imported from the Old World developed in different contexts of westward expansion, immigration, revivalism, intercultural contact and conflict. While special attention will be given to the American transformations of Christianity, we will also discuss the fate of indigenous religions, and look at the development of non-Christian immigrant faiths and the birth of new religious movements such as Mormonism, Spiritualism, and New Thought. As we trace the evolution of churches, traditions, beliefs, practices and communities from independence to the closing of the frontier, students will be familiarized with important primary sources and key-concepts for this period of American religious history.

Note: After the lecture class on Wednesday (14-15) we will discuss one central primary document relevant to each week's topic. This additional "Quellenübung" (15-16) is highly recommended but optional.

Texts: Recommended Reading:

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

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

E. Brooks Holifield. *Theology in America: Christian Thought from the Age of the Puritans to the Civil War* (Yale UP, 2003).

3 Einführungsveranstaltungen

3.1 Introduction to English Phonology and Phonetics

Course Requirements:

Regular attendance, course preparation & homework assignments, final exam

Dr. N. Nesselhauf Monday 16:15 – 17:45 Heuscheuer II 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 will also look at further accents of English whenever appropriate. Throughout, special attention will be given to potential pronunciation difficulties of German-speaking learners of English. In addition, the lecture will also be concerned with the accurate transcription of English texts.

Note: Students need to take the course “Pronunciation Practice” (see page 46), either BrE or AmE, in the language lab, preferably in the same semester as the lecture. Whereas no registration is needed for the lecture, you need to sign up online for Pronunciation Practice.

Texts: For both the lecture and the course “Pronunciation Practice”, one of the following books should be obtained:

Sauer, Walter. 2006. *A Drillbook of English Phonetics*. Heidelberg: Winter (3rd or 2nd edition). [for British English]

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

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

3.2 Introduction to English Linguistics

Anmeldung per Online-Formular erforderlich.

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 (20.06.2011) noch nicht fest. Bitte informieren Sie sich rechtzeitig auf den Internetseiten des Instituts: <www.as.uni-hd.de>.

Course requirements:

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

Prof. S. Kleinke Wednesday 11:15 – 12:45 Heuscheuer I 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, sociolinguistics, and major principles of language change. 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.

Mair, Christian, 2008. *English Linguistics*. Tübingen: Gunter Narr Verlag.

Plag, Ingo et al., 2007. *Introduction to English Linguistics*. Berlin & New York: Mouton de Gruyter.

3.3 Introduction to the Study of English Literatures

Anmeldung per Online-Formular erforderlich.

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 (20.06.2011) noch nicht fest. Bitte informieren Sie sich rechtzeitig auf den Internetseiten des Instituts: <www.as.uni-hd.de>.

Course requirements:

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

Prof. P. Schnierer Monday 11:15 – 12:45 Heuscheuer I 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 Christmas: 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 Fundamentals of Research and Writing

Anmeldung per Online-Formular erforderlich. (Frühere Anmeldefrist für Proseminare!)

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

Fundamentals of Research and Academic Writing

Dr. F. Polzenhagen/C. Burmedi/P. Löffler Tuesday 13:15 – 14:00 116/122 1hr.

Dr. F. Polzenhagen/C. Burmedi/P. Löffler Thursday 13:15 – 14:00 116/122 1hr.

This new course is obligatory for all students who have started studying English in the winter term of 2010/11, and it should be taken in the same term as your first Proseminar I (in Linguistics, Cultural, or Literary Studies). It is co-taught by *Sprachpraxis*, Linguistics and Literary Studies (three four-week sessions) and provides an introduction to essential methods of research and writing. As we are following a learning-by-doing-approach, you will be expected to deal with a substantial amount of preparation and homework for each session.

4.2 Proseminar I Sprachwissenschaft

Studierende im Studiengang Magister oder Staatsexamen können auch einen Schein **PS I Sprachwissenschaft** in den Kursen **Proseminar II moderne Sprachwissenschaft** (ab Seite 17) erwerben.

Anmeldung per Online-Formular erforderlich. (Frühere Anmeldefrist für Proseminare!)

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

Morphology and word formation

S. Vogelbacher Thursday 14:15 – 15:45 113 2hrs.

This class is for students who want to come to a better understanding of the problems of morphological analysis and description. It will take us from general questions (What is a word?) to more specific ones (How many morphemes has *misunderstood*?): We will take a closer look at both inflectional morphology and lexical morphology, which covers phenomena like derivation, compounding and other word formation processes. Whenever necessary, we will take a diachronic perspective and look, for instance, at how the inflectional system has changed over time, or how certain structures have become part of the English grammar. We will also address interfaces with other linguistic disciplines, i. e. how morphology interacts with semantics, syntax and phonology. Of course, you will get the chance to develop some practical skills in the analysis of words, which is after all the best way to familiarize with the English morphological system.

Course Requirements: You can either write a term paper or take the final exam at the end of term.

Semantics

S. Vogelbacher Thursday 11:15 – 12:45 113 2hrs.

The objective of this course is to give students an overview of the central ideas of semantics, one of the core disciplines of linguistics. You know from the Introduction to Linguistics that semantics deals with meaning. But what exactly does *meaning* mean? We can distinguish between the meaning of a word (cf. the concept in terms of Saussure), sentence meaning and utterance meaning (what can be read “between the lines”). We will start with the structuralist approach to meaning (semantic features, lexical fields, CA, sense relations), then get a brief overview of formal semantics and, finally, have a more comprehensive look at the cognitive linguistic approach (including prototype theory, family resemblances, metaphor and metonymy). Although we will discuss theories, the focus of the course is on the analysis and description of examples.

Course Requirements: You can either write a term paper or take the final exam at the end of term.

Pragmatics

A. Mantlik Tuesday 14:15 – 15:45 110 2hrs.

Linguistic pragmatics studies actual language use in context. It regards linguistic utterances as communicative acts in which meaning is communicated by a speaker and interpreted by a listener. This seminar will be dealing with some of the main issues in linguistic pragmatics: deixis (linguistic techniques of ‘pointing’), conversational maxims and the co-operative principle (guidelines for efficient and co-operative communication), implicature (how speakers can say more than they literally say), speech act theory (what speakers can ‘do’ with language), conversation analysis (structural organisation of communication) and phenomena such as politeness and indirectness. We will look at these issues in detail and discuss the work of major contributors in the field of pragmatics such as Austin, Searle, Grice and Sacks.

Texts: A reader with the course material will be uploaded by the end of August.

Corpus linguistics

Dr. R. Möhlig-Falke Wednesday 14:15 – 15:45 110 2hrs.

The course offers an introduction to the field of corpus-based linguistics, which is the study of language as it is used in naturally occurring texts. Over the last few decades numerous digitized corpora of different varieties of English have been compiled, covering both synchronic and diachronic language use. The course will give an overview of the diverse range of English language corpora and cover methodological issues of corpus design, corpus analysis, and possible applications of corpus-based linguistic investigation.

Text: There will be a reader by the end of August.

Course Requirements: For active participation students are required to hand in an annotated task schedule for a small corpus-based investigation (c. 2-4 pages) by January 31st, 2012. For a *Leistungsnachweis*, students must hand in a term paper of c. 10-12 pages by February 29th.

Perspectives on language

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

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

Historical Sociolinguistics

Dr. R. Möhlig-Falke Wednesday 16:15 – 17:45 110 2hrs.

The course gives an introduction to historical sociolinguistics, which is the study of sociolinguistic variation in a diachronic perspective, of historical language use and language change in its social context. Focussing on the historical development of English, we will take a look at sociolinguistic methodology and its applicability to the investigation of historical varieties of English, covering Old English, Middle English, Early Modern English, and Late Modern English.

Text: There will be a reader by the end of August 2011.

Course Requirements: For active participation students are required to hand in an annotated bibliography of 6-8 pages (in group work) by January 24th, 2012. For a *Leistungsnachweis*, students must hand in a term paper of c. 10-12 pages by February 29th.

4.3 Proseminar II historische Sprachwissenschaft (Überblick)

Anmeldung per Online-Formular erforderlich. (Frühere Anmeldefrist für Proseminare!)
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Course Requirements (unless noted otherwise): Regular attendance and active participation, oral presentation, course preparation/homework assignments and written term paper or exam.
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Introduction to the history of English

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

Dr. F. Polzenhagen Tuesday 09:15 – 10:45 333 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

ies 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.

From Pamphlets to Blogs

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

This seminar will explore the linguistic history and development of, as well as similarities and differences between, genres which, in the past and today, have aimed at informing readers and, at the same time, establishing interpersonal relations with them. For example, pamphlets of the Early Modern period represent one of the earliest means of printed news coverage and mass media for both a public and private readership. In our attempt to explore diachronically and synchronically the variety of linguistic features of genres as diverse as pamphlets, (early) newspapers, letters as well as modern blogs and e-mails, we shall address methodological issues and situate their rise within their historical, political and/or cultural contexts. The seminar will draw on approaches from corpus linguistics, historical pragmatics, and sociolinguistics, and text-linguistics.

Texts: Study material and the course schedule will be uploaded and/or announced on Moodle at the end of August 2011.

4.4 Proseminar II historische Sprachwissenschaft (Periode)

Anmeldung per Online-Formular erforderlich. (Frühere Anmeldefrist für Proseminare!)
Course Requirements (unless noted otherwise): Regular attendance and active participation, oral presentation, course preparation/homework assignments and written term paper or exam.

Einführung ins Altenglische

Dr. E. Hänßgen Montag 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 werden ausgewählte Probleme der Sprachgeschichte anhand des Altenglischen exemplarisch behandelt. Der Stoff wird von den Teilnehmenden zunächst häuslich erarbeitet und dann in der Seminarsitzung erörtert und vertieft. Im Kurs werden wir auch englische Terminologie der historischen Linguistik erarbeiten.

Texte: Kursbuch: Weimann, Klaus. ³1995. *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. ⁵2002. *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.

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

Introduction to Early Modern English

Dr. M. Isermann Tuesday 09:15 – 10:45 113 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 dispute 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 exercises.

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

4.5 Proseminar II moderne Sprachwissenschaft

In diesen Kursen können Studierende im Studiengang Magister oder alten Staatsexamen (Immatrikulierung vor WS 2010/11) einen Schein PS I Sprachwissenschaft erwerben.
Anmeldung per Online-Formular erforderlich. (Frühere Anmeldefrist für Proseminare!)
Course Requirements (unless noted otherwise): Regular attendance and active participation, oral presentation, course preparation/homework assignments and written term paper or exam.

Varieties of English

Dr. R. Möhlig-Falke Blockseminar:

Freitag 18.11.2011, Samstag 19.11.2011, Freitag 2.12.2011 und Samstag 3.12.2011, freitags jeweils von 10.00-18.00 Uhr und samstags von 10.00-18.00 Uhr (mit Pausen)

English is used throughout the world as a first or second language. Due to regional and social differences and through contact with other languages, many different forms, or varieties of English have emerged, so that the term “English” cannot solely be understood with reference to British or American English and their different dialects. It also includes, for instance, Irish English, Indian English,

South African English, Chicano English, and African American Vernacular English as distinct regional/national or social varieties. The course will cover regional, national and social variation in English. It will focus on a selection of varieties of English and discuss their linguistic characteristics, socio-historical origins, development, and their current sociolinguistic status in order to illustrate the diversity and multifariousness of the English language today. Theoretical questions addressed are the mechanisms and processes underlying language variation and language change, and sociolinguistic processes of identity construction.

Texts: Background reading: Edgar W. Schneider. 2007, *Postcolonial English. Varieties around the World*. Cambridge: CUP.

Registration: Please register for the course by email to <ruth.moehlig@uni-koeln.de>.

Course Requirements: Participants are required to take part in a group presentation (to be presented on the second weekend). For a *Leistungsnachweis* students have to submit a term paper (to be handed in by 31st March 2012).

Canadian English

Prof. B. Glauser Wednesday 09:15 – 10:45 112 2hrs.

Canadians would insist that they speak neither American nor British English but a variety/several varieties of their own; the Oxford Dictionary of Canadian English proudly mentions more than 2,000 words that are only used in Canada, and the so-called ‘Canadian Raising’ invariably gives Canadians away. Thus the aim of this winter’s PSII is to arrive at a description of Canadian English(es) as well as a treatment of sociolinguistic issues like language policies and language contact in this multilingual nation.

Texts: Charles Boberg 2010. *The English language in Canada: status, history and comparative analysis*. Cambridge: Cambridge University Press.

4.6 Proseminar I Literaturwissenschaft

Anmeldung per Online-Formular erforderlich. (Frühere Anmeldefrist für Proseminare!)
Course Requirements (unless noted otherwise): Regular attendance and active participation, oral presentation, course preparation/homework assignments and written term paper.

Introduction to the Nineteenth-Century British Novel

S. Frink Tuesday 11:15 – 12:45 112 2hrs.

The 19th century is a fascinating period, full of tensions – not only with regard to its rapid socio-cultural changes, but also in terms of its writings. In the course of the century, the novel became an increasingly important social medium, reflecting the values of the day and addressing urgent problems. Thanks to their diversity, Victorian novels are still popular today.

This course gives an overview of the key features of the 19th-century novel, with special emphasis on the interplay between British culture and mentality and the genre’s development. The aim is twofold: firstly, we will apply the basic strategies and categories of the analysis of fiction to two canonical texts (thus, you can refine the ‘narratological toolkit’ the introductory lecture provided you with). Considering story and discourse, we will analyse and interpret Brontë’s *Jane Eyre*, a com-

bination of fictional autobiography and bildungsroman, and Eliot's realist novel *The Mill on the Floss*. Comparing and contrasting these novels, we will identify central topics, styles and narrative techniques of the genre. Secondly, we will situate the novels in the context of the 19th century. Exploring the historical and cultural background of this multifaceted epoch, we will consider major concerns, such as social class, industrialisation and gender differences. You will learn to assess the ways in which novels not only mirror, but respond to and participate in the events of their time. To get an idea of the broad range of the 19th-century novel, we will also discuss several sub-genres, e. g. Gothic novels, social-problem novels, sensation fiction, works of the fin de siècle.

Texts: Charlotte Brontë, *Jane Eyre* (1847);

George Eliot, *The Mill on the Floss* (1860).

In addition, we will read some excerpts from other novels; master copies will be provided at the beginning of the term. Film versions will also be included.

Suggested introductory reading: Nünning, Vera. *Der Englische Roman des 19. Jahrhunderts*. Stuttgart: Klett, 20073.

Jane Austen and the Fairy Tale

Dr. C. Lusin Wednesday 11:15 – 12:45 114 2hrs.

In his famous *Lectures on Literature* (1980), Vladimir Nabokov has pinpointed a crucial feature of Jane Austen's novels: According to Nabokov, *Mansfield Park* is a fairy tale, with its heroine functioning as Cinderella. In fact, variations of the Cinderella story provide the model for all of Austen's novels. To be sure, Austen critics have been vocal in identifying various princes, ugly sisters, wicked stepmothers and fairy godmothers in her works, but most have remained sadly superficial and imprecise in their observations.

In this course, we will therefore explore the significance of the fairy tale in three of Austen's six 'novels of manners'. Each of these three novels occupies a special position within her oeuvre. *Pride and Prejudice* (1813), a vanity fair peopled by almost comedic characters, is the most accomplished of Austen's early works. *Emma* (1815) shows Austen at the height of her career. A complex novel of Austen's mature phase, it is "the one which most perfectly represents her genius" (David Lodge). In *Persuasion* (1818), finally, the love story for the first time in Austen's work entails a subversion of the strict social order.

Drawing on the tools of literary analysis, we will thus seek to answer questions like: How does Jane Austen functionalize topics and motifs typical for the fairy tale? Which role does the narrator play in this context? And last but not least: How do Austen's references to the fairy tale tie in with the enduring popularity of her works and with her penchant for social criticism? In order to approach these questions, we will first of all familiarize ourselves with the genre of the fairy tale from a theoretical point of view.

Texts: Jane Austen: *Pride and Prejudice*. Ed. Vivien Jones. London: Penguin, 2003.

Penguin Classics, ISBN-10: 0141439513

Jane Austen: *Emma*. Ed. Fiona Stafford. London: Penguin, 2003. Penguin Classics, 2003.

ISBN-10: 0141439580

Jane Austen: *Persuasion*. Ed. Gillian Beer. London: Penguin, 2003. Penguin Classics,

ISBN-10: 0141439688

Birgit Neumann/Ansgar Nünning: *An Introduction to the Study of Narrative Fiction*. Stuttgart: Klett, 2008.

Note: Please note that you should have read all three novels by the start of term!

George Bernard Shaw

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

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

In the course of the semester, we will be looking at Shaw the person, the admirer of Ibsen, Shaw the Fabian and freethinker, who left a remarkable trace in the landscape of 20th century English theatre.

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

All texts are available as Penguin editions and should be read by the beginning of the winter term.

Introduction to Modernism

C. Assmann Tuesday 11:15 – 12:45 113 2hrs.

“Make it new!” With this famous demand Ezra Pound phrased the major program of the arts in the early twentieth century. The call for radical renewal of artistic expression and formal language was an answer to the widespread feeling that the traditional modes of representation were no longer viable in the face of a rapidly changing society. The end of the nineteenth, the beginning of the twentieth century and the aftermath of the Great War were a time when the consequences of industrialization, tremendous technological changes, and new philosophical and psychological ideas led to a completely new image of man and of reality. The term ‘modernism’ stands for a progressive and radical movement of artists who freely experimented with new aesthetics and formal innovations in their attempts to give expression to new modes of perception. In this course, we will explore the field of modernist aesthetics by reading not only fictional but also poetological and theoretical texts. Moreover, we will look at different art forms, such as painting and film, in order to discuss mutual inspirations between the verbal and the visual arts.

Texts: Please read before the beginning of term: Virginia Woolf, *To the Lighthouse* (1927) James Joyce, *Dubliners* (1914)

Other texts will be included in a reader at the beginning of the semester.

Introduction to Prose Fiction: Kate Chopin, *The Awakening* (1899)

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

The Southern writer Kate Chopin (1851-1904) was not acknowledged during her lifetime, but is a classic American author now. Her novel *The Awakening* (1899) tells the story of Edna Pontellier, who breaks out of an unhappy marriage and awakens to a new life that is doomed to fail. Chopin was one of the first writers to illustrate the social injustice of traditional 19th-century gender roles, part of the so-called Woman Question.

This course will put Chopin’s novel into its contemporary context and analyse it from a number of modern perspectives: feminist criticism, gender criticism, New Historicism, deconstruction and reader-response criticism (using the material compiled in Walker’s edition).

More basic aspects of prose analysis like narrative perspective, style, characterization, setting and plot will be addressed as well. We will also compare the text with Charlotte Perkins Gilman's short story "The Yellow Wall-Paper", another early feminist classic (1892; a copy will be provided in class).

Text: Please read the novel in this edition before the beginning of term:

Chopin, Kate. *The Awakening: Complete, Authoritative Text with Biographical, Historical, and Cultural Contexts, Critical History, and Essays from Contemporary Critical Perspectives*. Ed. Nancy A. Walker. Case Studies in Contemporary Criticism. 2nd ed. Boston, MA: Bedford/St. Martin's, 2000.

19th Century American Short Fiction

P. Löffler Wednesday 8:15 – 10:45 108 3 hrs.

In this introductory course we will look at American short-story writing as it developed throughout the 19th century. Covering major periods in literary history, e. g. Romanticism, Realism/Gilded Age, Naturalism and (early) Modernism, we will deal with texts by Charles Brockden Brown, Nathaniel Hawthorne, Edgar Allen Poe, Mark Twain, Rebecca Harding Davis, Stephen Crane and Kate Chopin (and probably some more).

The course follows a two-fold methodological approach: On the one hand, our readings will be based on a historical analysis of the rise of short fiction in America. On the other hand, we will acquaint ourselves with the more technical-theoretical vocabulary (narratology, authorship theories) necessary in general for the analysis of narrative fiction.

Note: This course consists of 3-hour-sessions and ends before Christmas.

Introduction to Poetry: Whitman, Dickinson, Frost

Dr. H. Jakubzik Wednesday 14:15 – 15:45 113 2hrs.

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

Texts: A reader will be available by August.

4.7 Proseminar II Literaturwissenschaft

Anmeldung per Online-Formular erforderlich. (Frühere Anmeldefrist für Proseminare!)
Course Requirements (unless noted otherwise): Regular attendance and active participation, oral presentation, course preparation/homework assignments and written term paper or exam.

Colonialist Shakespeare

Dr. H. Grundmann Tuesday 16:15 – 17:45 116 2hrs.

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

Texts: Please obtain the Oxford editions of *The Merchant of Venice* (ed. by J. Halio, 2008), *The Tempest* (ed. by Stephen Orgel, 2008) and *Othello* (ed. by Michael Neill, 2006).

Some Sense of Humour: Englishness and the Culture of Laughter

Dr. B. Hirsch Wednesday 18:15 – 19:45 110 2hrs.

According to the American travel-writer Bill Bryson it is usually a matter of mere seconds before any two Englishmen (or English women) talking to each other will "smile or laugh over some joke or pleasantry". Moreover, if we are to believe the Hungarian-born author George Mikes, "the English are the only people in the world who [even] enjoy dying". Although both observers may have been somewhat overenthusiastic, a well-developed and quite distinct sense of humour is undoubtedly one of the character traits most readily attributed to the English both by foreigners and themselves.

Identifying the culture of laughter as a defining feature of national character, this seminar shall attempt to examine the history, idiosyncrasies and varieties of English humour, including puns, nonsense, black humour, eccentricity, and understatement. In doing so we will not only analyse the strategies deployed in humorous fiction by authors such as P.G. Wodehouse, Sue Townsend, or Helen Fielding, but also focus on TV programmes and films like *Monty Python's Flying Circus*, *Fawlty Towers*, *Blackadder*, *Mr Bean*, *Wallace and Gromit*, *Goodness Gracious Me*, and some more recent productions.

Texts: Primary Sources:

- Fielding, Helen, *Bridget Jones's Diary*.
- Townsend, Sue, *The Secret Diary of Adrian Mole*.
- Wodehouse, P.G., *Carry On, Jeeves*.

Further Reading:

- Fox, Kate, *Watching the English: The Hidden Rules of English Behaviour*.
- Gelfert, Hans-Dieter, *Max und Monty: Kleine Geschichte des deutschen und englischen Humors*.
- --, *Madam I'm Adam: Eine Kulturgeschichte des englischen Humors*.
- Mikes, George, *English Humour for Beginners*.
- Priestley, J.B., *English Humour*.

Course requirements:

Participants are expected to have read the primary sources until the beginning of term.

Students intending to qualify for a course certificate for English Literature will have to hand in a term paper; those who need a course certificate for Cultural Studies may instead sit the final exam.

‘Pageant fictions’: Ritual, narrative, and identity from Edwardian times to the interwar period

Dr. J. Rupp Wednesday 11:15 – 12:45 113 2hrs.

This seminar will deal with the connection between public ritual, national/cultural identity and narrative representation from Edwardian times to the interwar period. We will explore a wide range of ‘pageant fictions’ – the original pageant scripts, contemporary reports, and literary reworkings, all of which put forward a certain vision of the pageant of what it stages. These texts invite discussion of the forms and functions of early twentieth-century pageantry, with a view specifically to shifting conceptions of Englishness and Britishness. Through large historical displays in towns and villages, pageants offered a parade of icons to re-enact the national story, stirring the imagination of pageant tourists, commentators, and writers alike. To examine the processes involved, the seminar will take a cross-disciplinary approach, inviting participants with an interest in the study of ritual, narrative, and cultural history.

Texts: Please read Virginia Woolf, *Between the Acts* (Oxford World’s Classics edition, ISBN-13: 978-0199536573) by the start of the semester. Further material will be made available in the first session.

English Romantic Poets: The Second Generation

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

This course is designed as an introduction to the younger representatives or ‘second’ generation of Romantic poets: Lord Byron, John Keats and Percy Bysshe Shelley. They all had in common that they lived intensively, died young, and that they wanted to distinguish themselves in content as well as in form from the older generation of writers like S.T. Coleridge or W. Wordsworth.

We will focus our attention on a close reading of a variety of poems and will at the same time shed some light on the literary, poetological, historical and socio-political context of the time.

Texts: The selection of texts will be available in form of a ‘reader’ (to be picked up in ‘Copy Corner’, Merianstrasse) by the end of September. The following books can be recommended as a general introduction to English Romanticism:

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, 1998).

J.B. Priestley: Dramatist, Novelist, Essayist and Social Critic

Dr. K. Hertel Thursday 16:15 – 17:45 113 2hrs.

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

John Boynton Priestley (1894-1984) was a prolific novelist, playwright, essayist, radio broadcaster and critic. Apart from his early popularity in the UK, he was even among the most enthusiastically received dramatists in early post-war Germany and his timeless play *An Inspector Calls* is still to be found on many school syllabuses. Now, more than 20 years after his death in 1984, Britain is witnessing a gradual rediscovery of Priestley, as, for example, the sixtieth anniversary edition of his novel *Bright Day* in the series ‘Rediscovering Priestley’ shows.

In the course of this semester we will get acquainted with Priestley in four different genres: drama, essay, radio broadcast and the novel. We will start off with looking at three of his plays: *Time and the Conways* (1937), *I Have Been Here Before* (1937) and *They Came to a City* (1943). In these plays, we get Priestley at his best in terms of his ‘time theories’, his didacticism and his social conscience. Next on the agenda will be the so-called *Postscripts*, a series of radio broadcasts Priestley did for the BBC during the war crisis in 1940, in which he addressed the English nation every Sunday evening with his very personal opinions on the political and social issues of the time. And, last but not least, we will round the semester off with a close reading of *Bright Day*, a novel of loss and pain, promise and hope with “a message that still resonates with our own troubled and changing times” (*Bright Day*, 2006).

Texts:

Participants are asked to have read the following texts by the beginning of the winter term:
Time and the Conways and *I Have Been Here Before* in: J.B. Priestley, *An Inspector Calls and Other Plays*. Harmondsworth: Penguin Books, 2001.
Postscripts. London: Heinemann, 1940. (Since this book is not in print any more, a photocopy of the text will be placed in the *Handapparat* by the end of September)
Bright Day. Rediscovering Priestley. Ilkley: Great Northern Books, 2006.

Theory and 20th-century British Drama (1956-1995)

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

The course discusses the use of theory in connection with five British plays. As Professor Jonathan Culler, an important theorist of English literature, suggests: “The genre of ‘theory’ includes works of anthropology, art history, film studies, gender studies, linguistics, philosophy, political theory, psychoanalysis, science studies, social and intellectual history, and sociology.”

We will thus take critical approaches which come from various disciplines to plays such as: John Osborne's *Look Back in Anger* (1956), which involves a sociological and psychological view of a post-war British family. Sarah Kane's *Blasted* (1995), which presents violence and traumatic experiences. We will also look at Tom Stoppard's *Rosencrantz and Guildenstern Are Dead* (1966), which has been described as a post-modern drama.

Texts: A reader will be provided for you. In addition, please buy and read as an introduction: Culler, Jonathan. *Literary Theory: A Very Short Introduction*. Oxford: Oxford University Press, 1997.

Recent Irish Novels

Dr. C. Lusin Tuesday 14:15 – 15:45 112 2hrs.

For British, Irish and New English literature, the new millennium seems to have begun with a paradox: Having moved into the 21st century, the contemporary novel in English appears to be particularly fascinated with the past. In this context, authors tend to foreground topics like the nature of memory, identity, knowledge, truth, and ultimately, death.

In this course, we are going to focus on three recent Irish novels published to high critical acclaim: John Banville's *The Sea* (2005), Anne Enright's *The Gathering* (2007) and Sebastian Barry's *The Secret Scripture* (2008). For the first-person narrators of all three novels, delving into the past turns out to be a vital, if problematic means of keeping track and trying to make sense of themselves, their present and other people. In discussing these fictional self-narrations, we will explore the limits and possibilities of the genre and address questions like: How do the authors tackle the problem of representation and truth? Which narrative strategies do they apply, and to what effect? What kind of relationship between life and stories do they project, and what does this imply concerning the function(s) of literature?

Texts: Please note that you should have read all three novels by the start of term!

Unless you are already very well versed in employing the tools of literary analysis, you should also read Birgit Neumann/Ansgar Nünning: *An Introduction to the Study of Narrative Fiction*. Stuttgart: Klett, 2008.

Wilderness and the Frontier in American Literature

P. Löffler Monday 11:15 – 13:45 122 3hrs.

Ever since the early colonial period, visions and experiences of the wilderness have shaped the formation and conception of Anglo-American culture. Oscillating between the pastoral idea of an earthly paradise and the notion of a hostile terra incognita, concepts of the wilderness have become versatile tools to negotiate a variety of political, social and aesthetic concerns at the shifting margins of civilization.

In this seminar, we will look at a sample of literary texts and popular essays from the late 18th to the late 20th century that all present individual explorations of (American) wilderness and frontier life. We will start out by discussing a selection of fairly well known poems and shorter essays from the antebellum period, including amongst others texts by William Cullen Bryant, Henry Wadsworth Longfellow, Ralph Waldo Emerson and Henry David Thoreau. We will then read two shorter prose pieces published around the turn of the 19th century, Jack London's *Call of the Wild* and Joseph

Conrad's "An Outpost of Progress". The seminar concludes with two recent adaptations of the frontier-myth, T.C. Boyle's post-Hippie novel *Drop City* and Werner Herzog's documentary *Grizzly Man*.

Texts: Jack London: *Call of the Wild, White Fang, and Other Stories*. Penguin Classics

T.C. Boyle: *Drop City*. Penguin (Non-Classics)

The remaining texts will be compiled in a seminar reader which will be available at the beginning of the new semester.

Note: This course consists of 3-hour-sessions and ends before Christmas.

Zimbabwean Literature

M. Loimeier Friday 09:15 – 10:45 114 2hrs.

For many years the literary scene of Zimbabwe has been as vibrant and inspiring as the South African one. Although some Zimbabwean authors went into exile under the dictatorship of Robert Mugabe there still live and work a few strong voices in the South African country. Concentrating on the oeuvre of Dambudzo Marechera, Tsitsi Dangarembga, Charles Mungoshi, Chenjerai Hove, Shimmer Chinodya, Yvonne Vera, and Chirikure Chirikure the seminar will discuss aspects of resistance, gender, remembering, aesthetics, and exile. Furthermore there will be a focus on publishing (Baobab Books, Mambo Press, Weaver Press, Zimbabwe Publishing House) and the book market (Zimbabwe International Book Fair), maybe also a glance on the art scene in general (film, music, sculpture, HIFA – Harare International Fair of Arts).

Texts: Complete oeuvres by the above mentioned authors

Sources: Sofia Lucy Kostelac, Poetic language and subalternity in Yvonne Vera's *Butterfly Burning* and *The Stone Virgins*, University of Witwatersrand, Johannesburg 2006

<<http://wiredspace.wits.ac.za/bitstream/handle/10539/2155/Kostelac-MA%20Dissertation.pdf>>;

Kizito Muchemwa, Robert Muponde (eds.), *Manning the nation: Father Figures in Zimbabwean literature and society*, Weaver Press, Harare 2006;

Robert Muponde, Ranka Primorac (eds.), *Versions of Zimbabwe: new approaches to literature and culture*, Weaver Press, Harare 2005;

Robert Muponde, Mandi Taruvinga (eds.), *Sign and Taboo: Perspectives on the Poetic Fiction of Yvonne Vera*, Weaver Press, Harare 2002/James Currey, Suffolk 2003; Ranka Primorac, *Place of Tears*, Weaver Press, Harare 2006; Flora Veit-Wild, *Writing Madness*, Weaver Press, Harare 2006;

Registration: For registration please email me at: <loimeier@as.uni-heidelberg.de>

4.8 Proseminar I Kulturwissenschaft (anwendungsorientiert)/ Landeskunde

Lehramtsstudierende können hier einen Landeskundeschein erwerben.
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Anmeldung per Online-Formular erforderlich. (Frühere Anmeldefrist für Proseminare!)
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Course Requirements (unless noted otherwise): Regular attendance and active participation, oral presentation, course preparation/homework assignments and written term paper.
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British Institutions – A History (1835-1990)

M. Shiels Wednesday 11:15 – 12:45 110 2hrs.

Spanning the three hundred years from the accession of Henry VIII to the defeat of Napoleon and the Congress of Vienna, this course aims to narrate the developing relationship between the political, economic, social and cultural transformations of British history. In the course of the story, we shall focus on a limited (and therefore biased) selection of events, ideas and persons in order to better understand their particular contribution to the greater historical overview.

Texts: Background material for study and preparation will be distributed in the sessions.

Note: Sorry, this course is only open to students who need the *Schein*.

On Whose Side? – Ireland in the two World Wars

D. O'Brien/B. Gaston Thursday 11:15 – 12:45 116 2hrs.

In 1914 both Irish Nationalists and pro-British Unionists enlisted in the British Army in the hope that their contribution to the war effort would be rewarded by their preferred version of a constitutional settlement for the island after the war: an autonomous Ireland or continuation as an integral part of the United Kingdom. In the end neither side got what they wanted, but instead partition and a degree of independence. This unsatisfactory state of affairs had unforeseen consequences over twenty years later, when the Free State of Ireland consciously adopted and maintained a policy of neutrality during the Second World War, while the North of Ireland exploited its position and industries to strengthen its 'loyal' reputation and ties with the UK. This course looks at Ireland (the whole island) in the two World Wars, people's attitudes to the conflicts, the importance of Ireland to the warring sides, and examines questions such as: did being anti-German mean being pro-British (and anti-British pro-German)? In particular, it will be seen how the attitude of the Irish to both conflicts was largely determined by their views on the status of Ireland.

Texts: Jonathan Bardon (2001). *A History of Ulster*. Belfast: Blackstaff Press

Ltd. Fisk, Robert (1985). *In Time of War*. Dublin: Gill & Macmillan.

Girvin, Brian and Roberts, Geoffrey (eds.) (2000). *Ireland and the Second World War: Politics, Society and Remembrance*. Dublin: Four Courts Press.

Grayson, Richard (2009). *Belfast Boys: How Unionists and Nationalists Fought and Died Together in the First World War*. London: Continuum.

Mulholland, Marc (2003). *Northern Ireland: A Very Short Introduction*. Oxford: OUP.

Wills, Clair (2007). *That Neutral Island*. London: Faber & Faber.

The United States in the 1960s

Dr. S. Bloom Monday 09:15 – 10:45 116 2hrs.

During the 1960's, various groups of Americans attempted to radically alter the nature of American society. This course will treat, among other topics, the civil rights movement, the women's movement, the anti-war movement, the American Indian movement, the farm workers' movement and gay liberation.

Jane Austen and the Fairy Tale

Dr. C. Lusin Wednesday 11:15 – 12:45 114 2hrs.

Description see page 19.

4.9 Proseminar I Kulturwissenschaft (theoretisch)

Anmeldung per Online-Formular erforderlich. (Frühere Anmeldefrist für Proseminare!)
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Course Requirements (unless noted otherwise): Regular attendance and active participation, oral presentation, course preparation/homework assignments and written term paper.
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Introduction to Modernism

C. Assmann Tuesday 11:15 – 12:45 113 2hrs.

Description see page 20.

4.10 Proseminar II Kulturwissenschaft/Landeskunde

Lehramtsstudierende können hier einen Landeskundeschein erwerben.
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Anmeldung per Online-Formular erforderlich. (Frühere Anmeldefrist für Proseminare!)
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Course Requirements (unless noted otherwise): Regular attendance and active participation, oral presentation, course preparation/homework assignments and written term paper.
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Some Sense of Humour: Englishness and the Culture of Laughter

Dr. B. Hirsch Wednesday 18:15 – 19:45 110 2hrs.

Description see page 22.

‘Pageant fictions’: Ritual, narrative, and identity from Edwardian times to the interwar period

Dr. J. Rupp Wednesday 11:15 – 12:45 113 2hrs.

Description see page 23.

Samuel Beckett und der Existentialismus

Dr. C. Kömürçü Donnerstag 16:15 – 17:45 114 2st.

In einem Interview hat Samuel Beckett einmal erklärt: „Philosophen habe ich nie gelesen; ich verstehe nicht, was sie schreiben.“ Das ist höchstwahrscheinlich nicht die ganze Wahrheit, denn es gibt nicht viele literarische Autoren, die nicht nur Dichter, sondern auch Denker sind, deren Denken aber ganz und gar eingeht in ihre literarischen Werke. Zu ihnen gehört ohne Zweifel auch Samuel Beckett, dem von vielen Kritikern Unverständlichkeit vorgeworfen wird: Sinnzusammenhänge seien kaum zu erkennen. Ein Blick in die Texte mag die Betroffenheit des Lesers unterstreichen. Dies sollte uns jedoch nicht daran hindern, uns der Herausforderung des Absurden zu stellen. In diesem Seminar werden wir uns intensiv mit den drei großen Theaterstücken Becketts beschäftigen: *Waiting for Godot*, *Endgame* und *Happy Days*. Dabei liegt unser Hauptaugenmerk weniger auf der literaturwissenschaftlichen Bedeutung des Beckettschen Schaffens, sondern vielmehr auf seiner existenzialphilosophischen Dimension.

Texte: Zur Vorbereitung sollten sich die Teilnehmer mit den Stücken vertraut machen. Als Textgrundlage sei *jeweils* die dreisprachige (englisch, französisch und deutsch) *Suhrkamp*-Ausgabe empfohlen. Des Weiteren empfehle ich:

Alain Badiou, *Beckett: das Begehren ist nicht totzukriegen*, Berlin/Zürich 2006.

Methodology: American Cultural Studies

Dr. D. Fischer-Hornung Friday 09:15 – 10:45 112 2hrs.

We will address such question as: “What’s ‘American’ about America and American Cultural Studies?” and “Can American Studies develop a method?” To explore these questions we will read and discuss a wide range of texts covering theories and methodologies: African American Studies, Critical and Post-Race Studies, Ethnic Studies, Gender and Queer Studies, Ecocriticism as well as Post-colonial and Diaspora Studies. We will look at new contexts and directions for American Studies by reading “classic” as well as contemporary texts.

Texts: We will read texts by Alan Trachtenberg, Henry Nash Smith, Alice Kessler-Harris, Paul Lauter, Leo Marx, George Lipsitz, Mary Helen Washington, Henry Louis Gates, Jr., Walter Benn Michaels, Werner Sollors, Nina Baym, Amy Kaplan, Lawrence Buell, and John Carlos Rowe.

All texts will be made available as PDFs via the Moodle, the university’s elearning platform.

Colonialist Shakespeare

Dr. H. Grundmann Tuesday 16:15 – 17:45 116 2hrs.

Description see page 22.

Language Change

Prof. B. Busse Wednesday 11:15 – 12:45 112 2hrs.

This course will focus on the topic of language change (and stability) from various theoretical and methodological perspectives. We shall deal with a variety of approaches to language change, such as (historical) sociolinguistic, (historical) pragmatic, corpus linguistic and even cognitive linguistic. At the same time, I shall provide you with a tool-kit to engage in and perform investigations of English changing today and in the past.

Texts: Study material and the course schedule will be uploaded and/or announced on Moodle at the end of August 2011.

Registration: Please contact Mrs Anika Conrad by 15 August 2011 at <anika.conrad@as.uni-heidelberg.de> to sign up for the course.

J.B. Priestley: Dramatist, Novelist, Essayist and Social Critic

Dr. K. Hertel Thursday 16:15 – 17:45 113 2hrs.

Description see page 24.

Remaking the East and West in U.S. Films

Dr. D. Fischer-Hornung Thursday 14:15 – 16:30 110 3hrs.

In the time between the height of the Cold War in the mid-twentieth century and the period after the dissolution of the Soviet Union, the first Gulf War, and the attacks of 9/11, the ground has shifted significantly when we look at the meaning of “the East” and “the West.” In this class we will try to document this shift of cultural and political ground as reflected in the world of Hollywood films and their remakes.

Hollywood has frequently mined both the commercial and ideological potential in taking successful films and subsequently reworking them, thereby recycling and recuperating content and also tapping into former commercial success. Film, with its unlimited proliferation of tropes and formulaic meanings provides an ideal source of productive and reproductive images reflecting and simultaneously forming the social conscious and unconscious. Four original films and their sometimes multiple remakes will serve to demonstrate the changing focus on the “state of the nation,” illustrating how the constructions of “the East” and “the West” shift over time while simultaneously exploring how films work with established tropes that can easily shift in conceptualisation and content.

We will watch and discuss the following original films and their remakes:

- *The Manchurian Candidate* (1962, re-released 1987)
- *The Manchurian Candidate* (2004)
- *The Invasion of the Body Snatchers* (1956)
- *Body Snatchers: The Invasion Continues* (1994)
- *The Invasion* (2007)
- *The Day the Earth Stood Still* (1951)
- *The Day the Earth Stood Still* (2008)
- *Solaris* (1972)
- *Solaris* (2002)

Texts: A reader with secondary literature will be available on the reserve shelf in the library.

Course Requirements: Active participation and a final exam.

From Pamphlets to Blogs

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

Description see page 16.

Wilderness and the Frontier in American Literature

P. Löffler Monday 11:15 – 12:45 122 2hrs.

Description see page 25.

The Tragic Mulatto

C. Burmedi Monday 09:15 – 12:45 110 4hrs.

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.

The Indian Diaspora

Dr. D. Fischer-Hornung WWW Online 24/7 Internet

The Indian Diaspora, made up of about 27 million people, is spread throughout the world. Its increase is characterized by various waves of transnational migration; ranging, for example, from indentured labor to places like Trinidad or Fiji as well as East and South Africa, and contemporary migration to Great Britain or North America. The study of diasporic language, culture, and history can provide a better understanding of the diversity of the Indian overseas communities. Our discussions will focus on key concepts such as identity and belonging, locality and deterritorialisation, communication and transformation. Using a host of source materials (e. g., film, novels, interviews, websites, linguistic samples) from different academic disciplines, the course will enable students to learn about and discuss current debates on hybridization or creolisation, globalization and transnationality, colonization and post-coloniality, matters of power and knowledge, to mention only a few.

This interdisciplinary e-learning course will enable students and teachers from various countries and disciplines to meet in a virtual online classroom. The seminar will be co-taught by Marianne Hundt, University of Zuerich, Rajend Mesthrie, University of Cape Town, and Dorothea Fischer-Hornung, University of Heidelberg. We will explore the history and language (Mesthrie and Hundt) as well as the culture and literature (Fischer-Hornung) of the Indian diaspora in various locations and points in time.

The course will begin on September 26 and finish on December 18, 2011. There will be one warm-up week to familiarize students with Moodle, the e-learning platform which will serve as our virtual classroom. This introductory week will be followed by three sections of three weeks each: History (Mesthrie), Culture and Literature (Fischer-Hornung), and Linguistics (Hundt). A wrap-up

week to discuss our conclusions and finish projects will complete the course. There will be no face-to-face meetings of the class; online class material and discussions will be available round the clock and globe.

Texts: Most material will be available via Moodle.

For the culture/literature section, all students will be required to buy (easily available in bookstores and online) and have read the following books by the start of the cultural studies section on November 1.

- Lahiri, Jhumpa, *The Namesake* (New York: Houghton Mifflin, 2004)
- Desai, Kiran, *The Inheritance of Loss* (New York: Grove Press, 2006)

Registration: Students from Heidelberg who wish to participate can sign up for credit in linguistics, cultural, or literature studies. Space is extremely limited and therefore students are asked to write a statement of purpose (maximum of 300 words) outlining their motivation. Please submit your statement Dorothea Fischer-Hornung: <dfh@uni-hd.de>. Submission deadline: August 30. Students will be notified by September 5 if their application was successful.

Course Requirements: Students will be expected to read and participate in the discussion during all phases of the seminar and complete one short assignment for each section. In addition, a final group presentation in your specific area of concentration will be required.

Introduction to American Religion

D. Silliman Tuesday 10:15 – 11:45 HCA

American culture and life is deeply intertwined with religion, faith and spiritual seeking. It has been so throughout its history, despite the fact the country has no official religion, the public sphere is marked as secular, and its culture is pluralistic. This class will survey America's vibrant and conflicted religious history through the study of beliefs and practices and an examination of historical developments, arguments and questions. This course is intended to give students an overview of American religious history and help them gain a working understanding of the fundamental dynamics of religious life and thought in America.

Text: *Introducing American Religion*, by Charles Lippy

5 Hauptseminare

5.1 Hauptseminare Sprachwissenschaft

Nur im Lehramts-, Magister und Master-Studiengang
Persönliche Anmeldung
Course requirements (unless noted otherwise): Regular attendance and active participation, course preparation and homework assignments, oral presentation and term paper.

Pidgins and Creole Languages

Prof. B. Glauser Tuesday 14:30 – 16:00 108 2hrs.

Pidgins and Creole languages can be English-, French-, Portuguese-, Spanish- and Dutch-based (plus a few African bases). Nevertheless, the similarities in phonology, morphology, syntax, vocabulary (and culture in general) are striking. Although this would seem to call for a cross-linguistic approach, such treatments are rare. In order to attempt to remedy some of the monolingual biases, Prof. Radtke (Romance Languages) and I will offer a joint seminar in which we will concentrate on similarities (without entirely neglecting the dissimilarities). The course might be ideal for students who are enrolled in English as well as Romance languages, but this is not a must.

Texts: Sebba, Mark. 1997. *Contact Languages: Pidgins and Creoles*. London: Macmillan.

Albert Valdman, Albert. 1978. *Le créole: structure, statut et origine*. Paris: Klincksieck.

Course Requirements: *Zwischenprüfung* and PSII.

Metaphor and Metonymy

Prof. Z. Kövecses Blockseminar: 24.11., 25.11. und 26.11. je 9:15-12:45;
25.01., 26.01., 27.01. je 14:15-17:45; 28.01. 9:15-10:45

The goal of this course is to provide an up-to-date and in-depth introduction to the cognitive mechanisms of metaphor and metonymy in cognitive linguistics. We begin by clarifying some of the basic ideas of conceptual metaphor theory, such as source and target domain, the mappings between source and target, the unidirectionality of mappings, the classification of metaphors, the motivation for linguistic and conceptual metaphors, the notion of embodiment, and the like. We then move on to the discussion of some of the major issues concerning metaphor and metonymy in the cognitive linguistic view. These include the issue of how we can identify metaphors in texts, what does and what does not get mapped from source to target, whether metaphors create or simply reflect previously existing understandings of the world in the form of cognitive models, the nature of metonymy, the question of the relationship between metaphor and metonymy, the relationship between metaphor and conceptual integration, the role of metaphor in discourse, and so on. We also deal with some of the recent challenges to conceptual metaphor theory and we end the course with a synthesis of various theories of metaphor. Along the way, we show how a variety of problematic issues can be handled by means of the theory offered in a number of fields, including literary studies and foreign language teaching.

Course Requirements: The course consists of lectures, seminar-like discussions of issues, and oral presentations. A list of topics for term papers and a selective bibliography will be provided at the beginning of the course.

Conceptual Blending in Discourse and Culture

Dr. C. Hamilton Blockseminar: January 13, 20, 27, 2012: 09:00 – 18:00 N.N.

This block seminar will focus on one of the mind's most robust capacities for creativity: conceptual blending. In cognitive science, conceptual blending is more formally known as conceptual integration. The theory was initially developed by Gilles Fauconnier and Mark Turner in the 1990s in order to explain creative phenomena that other theories or models did not seem to be able to account for. Their most comprehensive statement to date is their book, *The Way We Think: Conceptual Blending and the Mind's Hidden Complexities* (2002). Using that landmark work as our starting point, in this seminar students will study how conceptual blending theory can augment the analysis of linguistic phenomena in discourse as well as the analysis of verbal artefacts in culture. The aim of the seminar is for students to more fully understand the theory of conceptual blending and to discover first-hand the value of its practical applications.

Seminar 1 will therefore be devoted to discussing *The Way We Think*.

Seminar 2 will focus on secondary readings which model practical analyses carried out in relation to conceptual blending.

Seminar 3 will involve student presentations of their own research projects.

Registration: For registration please contact Dr. Craig Hamilton:

<craig.hamilton@unibas.ch.>

Course Requirements: For their final papers, students will analyze examples they have chosen on their own in terms of conceptual blending theory in order to explain how their chosen blend works.

Contrastive Linguistics

Prof. S. Kleinke Tuesday 18:15 – 19:45 110 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 selected speech acts, politeness strategies, sexist prejudices and the representation of gender in both language systems.

Texts: König, Ekkehard, Gast, Volker (2008): *Understanding English – German contrasts*. Berlin:Schmidt. Chapter 1.

Registration: per email: <anmeldung.kleinke@googlemail.com>

Scheinerwerb: Active participation, oral report and research paper or written exam. A list of topics for term papers and a selective bibliography will be provided at the beginning of the course.

The Structure of Present-Day English

Dr. M. Isermann Tuesday 16:15 – 17:45 113 2hrs.

This is the first time that SPDE is offered as a Hauptseminar. The HS, which goes by the same title as the Kolloquium, is an attempt at coping with the growing number of students who wish to take the course as a preparation for their written or oral exams. Accordingly, those who take the HS are supposed not to attend the Kolloquium and vice versa, not even in the following semester.

Topics and reading material will be the same as in the Kolloquium. Those who plan to take the corresponding Klausur in their state exam are advised to attend the Übung that goes with the Kolloquium.

For a course description, see the Kolloquium (page 43).

Texts: There will be a Reader available at the beginning of term.

Additional material will be available via the university's e-learning platform, Moodle.

Course Requirements: Term papers are due by 20 March, 2010.

Issues in English Intonation

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

This treatment of the suprasegmental aspects of English, i. e. *tone, stress, rhythm, pause, loudness and tempo*, will start with Crystal/Quirk (1964) as the first attempt to provide an exhaustive description of the systems involved. However, generative and post-generative approaches to stress will also be dealt with, and recent attempts to give the syllable a more prominent status than the one it enjoyed in classical phonology will also have to be taken into account. Finally, we shall try to integrate the opportunities offered by computer programmes as tools for the analysis of intonation (PRAATS).

Requirements: *Zwischenprüfung* and PSII.

Metaphor and Culture

Prof. Z. Kövecses Blockseminar: 24.11., 25.11. und 26.11. je 14:15-17:45;
25.01., 26.01., 27.01. je 9:15-12:45; 28.01. 11:15-12:45

This course examines the manifold relationships between metaphor and culture. We take culture to be both a process and a product. It is a product in the sense that groups of human beings share certain understandings of the world and it is a process in the sense that these understandings are created by means of a variety of cognitive processes. One of the main cognitive processes whereby we understand much of our world is metaphor. We take metaphor in the cognitive linguistic sense of "understanding one domain in terms of another." Examining the relationship between metaphor and culture raises several issues, including the following. First: are metaphorical understandings of the world universal or culture-specific? Second: is metaphor simply a linguistic mechanism, or is it a mental process that can have an impact on our understanding the world? Third: is it possible that metaphor can actually constitute the physical reality of cultures? Fourth: how can human beings achieve metaphorical creativity? Fifth: how do theories of culture square with the cognitive linguistic view of metaphor? We discuss these and additional issues by looking at a variety of specific case studies involving the relationship between metaphor and culture. Thus, for example, we study

emotion concepts, such as anger, happiness, and love; we look at how people can create novel metaphors both in everyday language and in poetry; we analyze the phrase “the pursuit of happiness” in the Declaration of Independence; we make an attempt to understand how Christianity works; we explore the cognitive mechanisms of humor; we assess the similarities and differences between the cognitive linguistic view of culture and other theories, especially postmodernism. The course consists of lectures, seminar-like discussions of issues, and oral presentations.

Course Requirements: The course consists of lectures, seminar-like discussions of issues, and oral presentations. A list of topics for term papers and a selective bibliography will be provided at the beginning of the course.

Old English Historical Texts

Prof. J. Insley Donnerstag 14:15 – 15:45 116 2st.

In diesem Kurs werden spätaltenglische Texte (ab ca. 960 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 (z. B. *The Battle of Maldon*) berücksichtigt. Das Ziel ist, dass die Studierenden eine tiefere Kenntnis der spätae. Überlieferung und der historischen Grammatik bekommen. Dabei 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.

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

Scheinwerb: sprachwiss. PS I, PS II (historisch, womöglich *Einführung ins Altenglische*). Altenglischkenntnisse sind unerlässlich.

Language Change

Prof. B. Busse Wednesday 11:15 – 12:45 112 2hrs.

Description see page 30.

Foreign Language Acquisition and Instruction

Dr. N. Nesselhauf Wednesday 09:15 – 10:45 113 2hrs.

While there are countless studies on foreign language acquisition as well as numerous theories on second language acquisition in general, the connection between theories of acquisition and findings from empirical studies on the one hand and approaches to language instruction on the other is far from straightforward. In this seminar, we will explore important facets of both foreign language acquisition and various language teaching methodologies, with a strong focus on the interrelation between these two areas: What implications do findings from empirical studies on foreign language acquisition have for language instruction and, vice versa, on what theoretical assumptions are exist-

ing language teaching methodologies based? Particular attention will be paid to studies of learner performance as recorded in learner corpora and their potential contribution to the field of foreign language teaching.

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

Registration: To register for this course, please send an email to <Nadja.Nesselhauf@urz.uni-heidelberg.de>.

5.2 Hauptseminar Literaturwissenschaft

Nur im Lehramts-, Magister und Master-Studiengang
Persönliche Anmeldung
Course requirements (unless noted otherwise): Regular attendance and active participation, course preparation and homework assignments, oral presentation and term paper.

Children's Literature

Prof. P. Schnierer Monday 14:15 – 15:45 108 2hrs.

This seminar addresses a growing field: books for young readers are being published in record numbers, their sales are stupendous, and the reviewers have lost all reticence. In other words: Time for a critical assessment. We will trace the history of books for children in Britain, read canonical texts as well as new books, construct a few definitions and segmentations, and attempt to cast a cold eye on literary marketing.

Texts: Please acquire copies of and read Thomas Hughes, *Tom Brown's Schooldays*;
Lewis Carroll, *Alice in Wonderland*;
Rudyard Kipling, *Stalky & Co.*;
Rick Riordan, *The Lightning Thief*;
Andy Stanton, *You're a Bad Man, Mr. Gum!*

That covers the 19th and 21st centuries. I expect you to nominate 20th century texts as part of your registration; please do not mention the Harry Potter books...

Registration: You can register an interest in this class from the moment you read this: just send me a mail. The next steps will comprise an affirmation of interest, a short paper stating your research plans and nominating texts, proof of successful participation in a PS II, and attendance at the first meeting. I will offer a place to all who comply with these requirements.

Charisma, Genius, Presence

Prof. G. Leyboldt Monday 11:15 – 12:45 108 2hrs.

This seminar will address how such notions as “charisma” or “genius” have been used to express a sense of presence (aesthetic, religious, or both) that eludes rational or conceptual vocabularies. The idea of genius as a kind of inspiration from a higher order has a long history that culminates in the early modern and romantic reception of Platonism and Christian mysticism. We will approach the conceptual history of genius with a focus on Anglophone literature, from eighteenth-century notions

of poetic inspiration to the transcendentalist mysticism represented in such works as Thomas Carlyle's *Sartor Resartus* (1835) and Ralph Waldo Emerson's "The Poet." We will also look at nineteenth-century concepts of world-historical greatness (Carlyle's "heroes," Emerson's "representative men," G.B. Shaw's *Man and Superman*) to explore how the concept of the heroic genius relates to the idea of charismatic leadership that Max Weber introduced into sociology during the 1910s.

Texts: Please buy Thomas Carlyle's *Sartor Resartus* (Oxford World's Classics Edition: 978-0199540372) and read it by the beginning of the term.

Carlyle's *On Heroes* (1841) and Ralph Waldo Emerson *Representative Men* are best accessed on-line (Project Gutenberg).

For G.B. Shaw's *Man and Superman* I suggest the Penguin Edition (978-0140437881).

All other texts will be provided on-line (Moodle) by the beginning of the term.

Registration: You can register by sending an email to <leypoldt@as.uni-heidelberg.de> by July 31. You will be expected to hand in a project proposal by September 30th.

The Value of Literature

Prof. V. Nünning Wednesday 09:15 – 10:45 115 2hrs.

What is literature for? And what are 'good books'? What functions do they serve? We will ask these and related questions in the seminar – but we will not discuss them mainly on a theoretical basis. Rather, we will look at a number of works of art which have been – and are – held to be 'classics', and analyse them closely, always keeping their possible functions and advantages in mind. We will also discuss a few prefaces of renowned novels (e. g. by Samuel Richardson and Oscar Wilde), and see what their authors thought about the value of literature. In order to participate in a scholarly discussion (instead of just talking about the 'contents' of the works) you will have to be familiar with the most important methods of interpretations. Please make sure you know the concepts of narratology BEFORE the beginning of the seminar in order to participate in this course. For further preparation, please see A. & V. Nünning (eds.), *Methoden der literatur- und kulturwissenschaftlichen Textanalyse. Ansätze, Grundlagen, Modellanalysen*, Stuttgart, Weimar: Metzler, 2010.

Texts: Texts to be discussed in Class: Oliver Goldsmith, *The Vicar of Wakefield* (1766);

Maria Edgeworth, *Castle Rackrent* (1800);

Benjamin Disraeli, *Sybil*, (1845)

Virginia Woolf, "The Mark on the Wall" (1917);

Andrea Levy, *Small Island* (2004).

Some additional (excerpts from) texts will be provided later on.

Registration: For registration, please hand in a short essay (1500-2000 characters) about your motivation for choosing this module and what topics and research questions you are most interested in. The text shall be sent as an attachment (Microsoft Word 1997-2003) to <vera.nuenning@urz.uni-heidelberg.de> by 31st August.

Superfluous Men: Hamlet and his Russian Counterparts

D. Kaibach/Prof. Schulz Wednesday 16:15 – 17:45 112 2hrs.

“Together with Hamlet we weep, and it is over ourselves that we weep”, wrote Nikolay Polevoy, who translated Shakespeare’s most famous play into Russian. For the Russian intellectuals of the 19th century, the Danish prince became a symbol of their own political impotence. They perceived him as the prototype of the Russian “superfluous man”, who suffered from a meaningless existence and an inability to act. This tradition continued well into the 20th century, when an oppressive political system discarded many of the most talented Russian writers as superfluous. The first part of this course is designed to make students familiar with the historical and theatrical context of Hamlet. In the second part, we will deal with the tradition of the “superfluous man” in Russia and the phenomenon of “Russian hamletism”. The texts that we will discuss in detail are, among others, Ivan Turgenev’s “Hamlet and Don Quixote” and “The Diary of a Superfluous Man”, Anton Chekhov’s Ivanov, Alexander Ostrovsky’s *The Forest*, and Vladimir Nabokov’s *Bend Sinister*. We will also screen and discuss Kozintsev’s famous film adaptation of Hamlet.

Texts: Critical edition of Shakespeare’s play (for instance, Arden, Oxford, Cambridge). English translations of Russian texts will be provided.

Note: Participants can obtain credit for either “Anglistik” or “Slavistik” (not both).

Registration: Please register by e-mail <Dieter.Schulz@urz.uni-heidelberg.de>.

Oscar Wilde

Dr. B. Hirsch Wednesday 14:15 – 15:45 122 2hrs.

Decadent, dandy, wit – the labels attached to Oscar Fingal O’Flahertie Wills Wilde are manifold. Having hitherto been courted by fashionable London in a decidedly unashamed manner, Wilde almost immediately became a social pariah once the Marquess of Queensbury had publicly denounced him as “posing Somdomite”. Whilst by no means ignoring the author’s public persona, which provided the material basis for artefacts as diverse as Terry Eagleton’s play *St. Oscar* and, somewhat more recently, Brian Gilberts bio-pic *Oscar Wilde*, this seminar primarily aims at exploring Wilde’s relevance for the English branch of *fin de siècle* literature. Attempting to do justice to Wilde’s remarkably broad talents as raconteur, playwright, poet and critic, we will study selected texts representing all genres. In doing so, however, a major emphasis will be put upon “Lord Arthur Savile’s Crime”, *The Importance of Being Earnest*, *Salome*, *The Ballad of Reading Gaol* and the programmatic essays “The Critic as Artist” and “The Art of Lying”. By combining a close reading of these sources with frequent digressions into late-Victorian cultural and political debates we shall not only recapture the ideological context of Wilde’s writings but also analyse their specifically subversive qualities.

Texts: Primary Source:

- *The Complete Works of Oscar Wilde*. London: Harper Collins, 2003.

Further Reading:

- Eltis Sos, *Revising Wilde: Society and Subversion in the Plays of Oscar Wilde*. Oxford: OUP, 1996.
- Rabey, Peter (ed.), *The Cambridge Companion to Oscar Wilde*. Cambridge: CUP, 2005.
- Schulte-Middelich, Bernd (ed.), *Die ‘Nineties’: Das englische fin de siècle zwischen Dekadenz und Sozialkritik*. München: UTB, 1983.

Participants are expected to have read the Wildean texts explicitly mentioned above until the beginning of term.

Science and Religion in America

Prof. J. Stievermann Thursday 14:15-15:45 HCA

The relationship between Christianity and science in the US has been complex and multifaceted. They have been both partners and opponents. Practitioners of each have alternatively viewed the other as threat and help, as essential and irrelevant. In this class we will follow this development from the seventeenth century to the present period. Topics of discussion will include the emergence of natural theology during the Enlightenment, the conflict between Evangelical Christianity and Darwinism since the nineteenth century, and the attempts of theological liberalism to reconcile the findings of science with religious belief. Finally, we will look at the current debates between conservative Christians and the so-called 'New Atheists' such as Sam Harris and Daniel Dennett.

Texts: Please buy and read:

Daniel Dennett. *Breaking the Spell: Religion as a Natural Phenomenon* (2007).

Francis Collins. *The Language of God: A Scientist Presents Evidence for Belief* (2006).

Der Religiöse Liberalismus in den USA, 1800-1900

Prof. J. Stievermann Mittwoch 16:15-17:45 HCA

Aus heutiger Sicht wird die Dominanz eines evangelikalen Christentums in den USA häufig als Endpunkt einer beinahe alternativlosen Entwicklung dargestellt. Dieses Seminar hinterfragt ein solches Deutungsmodell und widmet sich der Geschichte des religiösen Liberalismus in den USA, der sich von der Revolutionszeit bis zum Ende des neunzehnten Jahrhunderts als eine einflussreiche Alternative zum Evangelikalismus entfaltete und ausdifferenzierte. Im Zentrum unseres Interesses wird das zentrale geistige Anliegen des Liberalismus stehen, aus dem sich zugleich seine Attraktivität für viele Zeitgenossen erklärt: der Versuch einen progressiven „dritten Weg“ zwischen konservativ-autoritär ausgerichteter Orthodoxie einerseits und dem zunehmend mächtigeren szientifischen Empirismus andererseits zu weisen, dadurch, dass religiöse Tradition, aufklärerische Kritik und moderne Wissenschaft konstruktiv miteinander vermittelt werden sollten.

Der Fokus des Seminars wird auf der protestantischen Tradition im weitesten Sinne liegen, wobei aber auch Vergleichsperspektiven auf den katholischen Modernismus und das Reformjudentum eröffnet werden. Betrachtet werden sowohl die Formen des protestantisch geprägten Liberalismus, die sich innerhalb der amerikanischen Kirchen entwickelten, als auch Bewegungen, die wie beispielsweise der Transzendentalismus aus diesem Rahmen herausdrängten. Neben den zentralen intellektuellen Themen, die unter amerikanischen Liberalen diskutiert wurden (z. B. Darwinismus, historische Bibelkritik) führt das Seminar auch in die sozialen Reformprogramme (z. B. „social gospel“) der unterschiedlichen Gruppierungen ein.

Text: Lektüreempfehlung: Gary Dorrien. *The Making of American Liberal Theology: Imagining Progressive Religion, 1805-1900*. Louisville: Westminster John Knox Press, 2001.

! Additional courses !

We will probably be able to offer two more *Hauptseminare* by renowned scholars – so keep your eyes open; there will be more information on our website at the beginning of October!

6 Oberseminare

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

Oberseminar

Prof. B. Busse Tuesday 18:15 – 19:45 108 2hrs.

In this seminar, PhD students and students preparing for their final theses will have the opportunity to present their projects and to discuss a variety of theoretical and methodological frameworks relevant to their research.

Registration: Please contact Mrs Anika Conrad by 15 August 2011 at <anika.conrad@as.uni-heidelberg.de> to sign up for the course.

Recent Developments in Literary Criticism

Prof. P. Schnierer Thursday 14:15 – 15:45 112 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 (Thursdays at 10.00 or at any time my door is open). Prior participants in one of my Oberseminare may mail to <pps@urz.uni-heidelberg.de>.

7 Examensvorbereitung

7.1 Examensvorbereitung Sprachwissenschaft

Kein Scheinerwerb
Persönliche Anmeldung

Colloquium (Blockseminar)

Prof. S. Kleinke Blockseminar N.N.

This seminar is aimed at students at the end of their *Hauptstudium* or *Vertiefungsphase* who are planning to write a *Staatsexamens*-, *BA*- or *Magisterarbeit* in English Linguistics (or those who have already started to work on a project). It offers writers of theses and dissertations a forum for presentation and discussion of their work-in-progress. In addition, we will be looking at how linguistic projects are best organized and discuss current research issues including both methodological and theoretical concerns wherever possible. A detailed plan and further details on how the course is organised will be provided in the first session.

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

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

Colloquium Modern Linguistics

Prof. B. Glauser Dienstag 09:15 – 10:45 112 st.

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

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

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

Scheinerwerb: Ein Semester vor dem Examen und persönliche Anmeldung.

Colloquium

Prof. B. Busse Tuesday 14:15 – 15:45 114 2hrs.

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

The Structure of Present-Day English

Dr. M. Isermann Wednesday 18:00 – 19:30 108 2hrs.

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

Texts: There will be a Reader available at the beginning of term.

Additional material will be available via the university's e-learning platform, Moodle.

Registration: Please sign up on the list on my door (325). The number of participants is restricted to 40 students this time. Priority is given to Master students and to those who are taking the Structure of PDE *Klausur* in the *Staatsexamen* directly after the end of term.

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

Note also that there will be a *Hauptseminar* by the same title this semester.

Examenskolloquium

Prof. S. Kleinke Donnerstag 09:15 – 10:45 110 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.

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

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

Repetitorium: History of English (fortnightly)

Prof. J. Insley Thursday 16:15 – 17:45 116 2hrs.

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

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

7.2 Examensvorbereitung Literaturwissenschaft

Kein Scheinerwerb
Persönliche Anmeldung

Kolloquium

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.

HGGS: Praxeologie

Prof. G. Leypoldt Montag 18:15 – 19:45 108 2st.

Unter der programmatischen Bezeichnung „Praxeologie“ lässt sich eine Richtung soziologisch-kulturwissenschaftlicher Theorien zusammenfassen, die sich von einem statisch-strukturalistischen Kulturverständnis abwendet. Einem auf Norm-, Zeichen- oder Sinnsysteme verengten Kulturbegriff soll mit der Praxeologie ein Ansatz gegenübergestellt werden, der die Dynamik, Vieldeutigkeit und Veränderbarkeit kultureller Phänomene in den Blick nimmt. Im Zentrum der praxeologischen Analyse steht dabei der Akteur, dessen Handeln und Deutungsmacht eine zentrale gestalterische Funktion für jede Form von Kultur zugemessen wird. Die in diesem Zusammenhang entwickelten Konzepte und Ansätze stoßen auf immer größeres Interesse, sodass gelegentlich sogar schon von einer „praxeologischen Wende“ (oder einem „practice turn“) gesprochen wird. In diesem Seminar sollen in Kooperation zwischen dem Anglistischen Seminar (Amerikanistik) und dem Seminar für Sprachen und Kulturen des Vorderen Orients (Assyriologie) die Möglichkeiten und Grenzen der Praxeologie ausgelotet werden. Teil des Seminars ist eine von Doktoranden im Rahmen des Peer-Mentoring-Programms organisierte Tagung (Workshop Praxeologie: Praxistheorien als Konzepte interdisziplinären Forschens, 2./3. Dezember 2011), in der die Interdisziplinaritätspotentiale praxeologischer Theorieprogramme in der Diskussion zwischen verschiedenen Disziplinen und mit auswärtigen Referenten herausgearbeitet werden sollen.

Termine: Montags, 18-20, Anglistisches Seminar, R 108, vom 10. 10. bis zum 19. 12. 2011. Kompaktphase (Workshop) am 2. und 3. 12. 2011.

Examenskolloquium

Prof. V. Nünning Mittwoch 11:15 – 12:45 115 2st.

In diesem Kolloquium wird Wissen vermittelt, das für die Examensvorbereitung (für Magister- und Lehramtskandidaten) von Relevanz ist. Es wird – jeweils anhand von konkreten Beispielen – erörtert, was relevante Fragestellungen für Abschlussarbeiten sind und wie diese aufgebaut sein sollten, welche Themen sich für mündliche Prüfungen eignen, wie man sich auf mündliche und schriftliche Prüfungen vorbereitet, und welches ‚Überblickswissen‘ eine notwendige Voraussetzung für mündliche Examina darstellt. Da eine gute Vorbereitung für eine Prüfung bereits mit der Auswahl von Lehrveranstaltungen im Hauptstudium beginnt, sind auch Teilnehmer und Teilnehmerinnen willkommen, die noch nicht alle Scheine erworben haben.

Anmeldung: Bitte melden Sie sich per E-Mail an.

Examenskolloquium

Prof. P. Schnierer Donnerstag 11:15 – 12:45 108 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 (Do 10.00).

7.3 Examensvorbereitung Sprachpraxis

Kein Scheinerwerb
Anmeldung per Online-Formular erforderlich.

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 you most difficulty. You will have the opportunity to have homework marked and graded on a regular basis. The course will conclude with a mock exam.

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

Registration: Registration is through SignUp only.

8 Sprachpraxis

8.1 Pronunciation Practice

Anmeldung per Online-Formular erforderlich.

This is a class in the language lab which aims at improving your English pronunciation. As it is largely based on the theoretical knowledge you acquire in the lecture “Introduction to English Phonology and Phonetics” (see page 11), it should be taken in the same semester as the lecture, but certainly not before the lecture. The *Schein* that you receive for passing this class is the so-called ‘Aussprachetest’. You have to sign up online for either British English (BrE) or American English (AmE) classes before the start of the semester in order to obtain a place. Please note that you will lose your place in this course if you do not attend the first session.

Note: Courses start in the 1st week of the semester.

Pronunciation Practice British English

N. Haas	Tuesday 08:15 – 09:00	ZSL 320	1hr.
N. Haas	Tuesday 09:15 – 10:00	ZSL 320	1hr.
N. Haas	Tuesday 10:15 – 11:00	ZSL 320	1hr.
N. Haas	Tuesday 11:15 – 12:00	ZSL 320	1hr.
N. Haas	Tuesday 12:15 – 13:00	ZSL 320	1hr.
N. Haas	Tuesday 14:15 – 15:00	ZSL 320	1hr.
N. Haas	Tuesday 15:15 – 16:00	ZSL 320	1hr.

Pronunciation Practice American English

Die Termine standen am Redaktionsschluss dieses Dokuments (20.06.2011) noch nicht fest. Bitte informieren Sie sich rechtzeitig auf den Internetseiten des Instituts: <www.as.uni-hd.de>.

8.2 Grammar/Tense and Aspect

Anmeldung per Online-Formular erforderlich.

Course Requirements: Regular attendance, homework time, exam.

K. Pfister	Monday 11:15 – 12:45	114	2hrs.
C. Burmedi	Tuesday 09:15 – 10:45	122	2hrs.
K. Pfister	Tuesday 11:15 – 12:45	115	2hrs.
K. Henn	Tuesday 14:15 – 15:45	122	2hrs.
K. Henn	Tuesday 16:15 – 17:45	122	2hrs.
D. O’Brien	Wednesday 09:15 – 10:45	122	2hrs.
K. Pfister	Thursday 09:15 – 10:45	115	2hrs.
K. Henn	Thursday 11:15 – 12:45	112	2hrs.

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

8.3 Grammar/Tense and Aspect for Repeat Students

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

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

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

8.4 Writing/Essential Skills for Writing

Anmeldung per Online-Formular erforderlich.
Course Requirements: Regular attendance, homework time, exam.

D. O'Brien Tuesday 09:15 – 10:45 116 2hrs.

K. Henn Tuesday 11:15 – 12:45 116 2hrs.

K. Henn Wednesday 14:15 – 15:45 108 2hrs.

K. Henn Wednesday 16:15 – 17:45 108 2hrs.

D. O'Brien Friday 11:15 – 12:45 116 2hrs.

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!

8.5 Translation into English/Structure and Idiom

Anmeldung per Online-Formular erforderlich.
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Course Requirements: Regular attendance, homework time, exam.
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K. Pfister	Tuesday 09:15 – 10:45	115	2hrs.
N. Jeck	Wednesday 11:15 – 12:45	122	2hrs.
N. Jeck	Wednesday 14:15 – 15:45	116	2hrs.
B. Gaston	Thursday 09:15 – 10:45	108	2hrs.
K. Pfister	Thursday 11:15 – 12:45	114	2hrs.
B. Gaston	Thursday 14:15 – 15:45	108	2hrs.
A. Mau	Friday 09:15 – 10:45	113	2hrs.

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.

8.6 English in Use

Anmeldung per Online-Formular erforderlich.
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Course Requirements:

Regular attendance, course preparation/homework assignments, examination.

Vocabulary and Idiom

D. O'Brien Thursday 09:15 – 10:45 116 2hrs.

The aim of this course is to help you expand and enrich both your active and passive vocabulary in English. We will begin with some *dictionary* exercises 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 by means of exercises and newspaper articles (for example *politics*, *personal finance*, *books*, *the media and film*, *education*, *health*, and *sport* to mention just a few). The emphasis of the course will be on practical work – you will be confronted with a myriad of exercises to do at home and in class.

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

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

8.7 Advanced Writing/Academic Essay Writing

Anmeldung per Online-Formular erforderlich.

Course requirements:

Regular attendance and active participation, regular homework assignments, final essay.

Academic Essay Writing

K. Zawatzky	Monday 09:15 – 10:45	115	2hrs.
K. Zawatzky	Monday 11:15 – 12:45	115	2hrs.
C. Sweeney	Monday 14:15 – 15:45	115	2hrs.
C. Sweeney	Monday 16:15 – 17:45	115	2hrs.
B. Gaston	Tuesday 09:15 – 10:45	114	2hrs.
B. Gaston	Tuesday 14:15 – 15:45	116	2hrs.

This course offers you the opportunity to improve your language skills while learning to organize and write various types of academic papers. It will cover strategies for approaching writing assignments, tools such as outlines and game plans for structuring your papers, and proofreading and editing tips to help you polish your work. After completing the class, you will be prepared to write the kinds of academic essays most often required for university courses as well as on essay examinations.

8.8 Stylistics/Grammar and Style II

Anmeldung per Online-Formular erforderlich.

Course requirements:

Regular attendance and active participation, regular homework assignments, final essay.

Text Types: Exposition and Argumentation

B. Gaston	Monday 09:15 – 10:45	114	2hrs.
B. Gaston	Monday 14:15 – 15:45	114	2hrs.

The intention of this course is to enable students to understand and produce expository and argumentative texts, that is to say, texts that describe, explain, argue and persuade. We will be dealing with a wide variety of written texts and styles of language, but concentrating on non-fiction (to distinguish this course from “Text Types: Description and Narration”).

Note: Students who have failed Grammar and Style 2 or Text Types (regardless of the course title or the instructor) in a previous semester should enroll via email for Grammar and Style 2 for Repeat Students, which appears under “Sonstiges” in SignUp.

Emails should be sent to: <c.burmedi@urz.uni-heidelberg.de>

Please note that repeat students who for scheduling reasons cannot take the repeat course must have the permission of their instructor before registering for any of the other courses.

Lehramt students who are repeating Grammar and Style 2 and anticipate a problem receiving their *Scheine* in time to register for the *Staatsexamen* must be enrolled in the repeat class.

Such students should contact Carolyn Burmedi immediately.

Description and Narration

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

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

The intention of this course is to enable students to understand and produce descriptive and narrative texts. We will start with description, which strives to re-create, invent, or visually present a person, place, event, or action so that the reader can picture that which is being described. In class we will focus on journal writing as our prime example. We will then move on to narration, which uses description as one of many elements to tell a story or narrate an event or series of events. In order to illuminate these principles, texts such as hymns, fables, fairy tales and short stories will be examined, translated and produced throughout the semester.

Note: Students who have failed Grammar and Style 2 or Text Types (regardless of the course title or the instructor) in a previous semester should enroll via email for Grammar and Style 2 for Repeat Students, which appears under “Sonstiges” in SignUp.

Emails should be sent to: <c.burmedi@urz.uni-heidelberg.de>

Please note that repeat students who for scheduling reasons cannot take the repeat course must have the permission of their instructor before registering for any of the other courses.

Lehramt students who are repeating Grammar and Style 2 and anticipate a problem receiving their *Scheine* in time to register for the *Staatsexamen* **must be** enrolled in the repeat class.

Such students should contact Carolyn Burmedi immediately.

8.9 Grammar and Style II/Text Types for Repeat Students

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

Only students who have failed Text Types or Grammar and Style 2 (regardless of the course title or the instructor) in a previous semester **may** register for this course! *Lehramt* students who are repeating Grammar and Style 2 and anticipate a problem receiving their *Scheine* in time to register for the *Staatsexamen* **must be** enrolled in this class.

Students in the Repeat Course will be confronted with the task of translating historical texts. They will be expected to meet regularly in study groups outside of class in order to prepare homework assignments.

Grades will be based on a twelve-page paper documenting the process of translating a passage from *Im Westen Nichts Neues*. Students' understanding of translation principles as well as appropriate vocabulary, grammar and register will also be assessed through a midterm and a final exam.

Text: Remarque, Erich Maria. *Im Westen Nichts Neues*.

8.10 Exposition and Argumentation

Only for *Staatsexamen* and BA students who begin their studies in winter 2010/11 or later (or who switch to the new *Prüfungsordnung*).

All other students please look at “Stylistics/Grammar and Style II” on page 49.

Anmeldung per Online-Formular erforderlich.

Course requirements:

Regular attendance and active participation, regular homework assignments, final essay.

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

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

The intention of this course is to enable students to understand and produce expository and argumentative texts, that is to say, texts that describe, explain, argue and persuade. We will be dealing with a wide variety of written texts and styles of language, but concentrating on non-fiction (to distinguish this course from “Text Types: Description and Narration”).

Note: Students who have failed Grammar and Style 2 or Text Types (regardless of the course title or the instructor) in a previous semester should enroll via email for Grammar and Style 2 for Repeat Students, which appears under “Sonstiges” in SignUp.

Emails should be sent to: <c.burmedi@urz.uni-heidelberg.de>

Please note that repeat students who for scheduling reasons cannot take the repeat course must have the permission of their instructor before registering for any of the other courses.

Lehramt students who are repeating Grammar and Style 2 and anticipate a problem receiving their *Scheine* in time to register for the *Staatsexamen* must be enrolled in the repeat class.

Such students should contact Carolyn Burmedi immediately.

8.11 Description and Narration

Only for *Staatsexamen* and BA students who begin their studies in winter 2010/11 or later (or who switch to the new *Prüfungsordnung*).

All other students please look at “Stylistics/Grammar and Style II” on page 49.

Anmeldung per Online-Formular erforderlich.

Course requirements:

Regular attendance and active participation, regular homework assignments, final essay.

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

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

The intention of this course is to enable students to understand and produce descriptive and narrative texts. We will start with description, which strives to re-create, invent, or visually present a person, place, event, or action so that the reader can picture that which is being described. In class we will focus on journal writing as our prime example. We will then move on to narration, which uses

description as one of many elements to tell a story or narrate an event or series of events. In order to illuminate these principles, texts such as hymns, fables, fairy tales and short stories will be examined, translated and produced throughout the semester.

Note: Students who have failed Grammar and Style 2 or Text Types (regardless of the course title or the instructor) in a previous semester should enroll via email for Grammar and Style 2 for Repeat Students, which appears under “Sonstiges” in SignUp.

Emails should be sent to: <c.burmedi@urz.uni-heidelberg.de>

Please note that repeat students who for scheduling reasons cannot take the repeat course must have the permission of their instructor before registering for any of the other courses.

Lehramt students who are repeating Grammar and Style 2 and anticipate a problem receiving their Scheine in time to register for the *Staatsexamen* **must be** enrolled in the repeat class.

Such students should contact Carolyn Burmedi immediately.

8.12 Translation II (E-G)

Anmeldung per Online-Formular erforderlich.

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.

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

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

8.13 Advanced English in Use

To be announced. Please check the online course calendar (KVV) before the beginning of term.

9 Fachdidaktik

Das Lehrwerk – lerntheoretische und methodisch-didaktische Grundlagen

Anmeldung per Online-Formular erforderlich.

H. Weißling	Dienstag	14:15 – 15:45	115	2st.
H. Weißling	Dienstag	16:15 – 17:45	115	2st.
I. Sikora-Weißling	Donnerstag	14:15 – 15:45	115	2st.
I. Sikora-Weißling	Donnerstag	16:15 – 17:45	115	2st.

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.

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

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

Texte: Lehrwerke werden gestellt.

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

10 Ethisch-Philosophisches Grundstudium

Nur Lehramtsstudiengang

‘Pageant fictions’: Ritual, narrative, and identity from Edwardian times to the interwar period

Dr. J. Rupp Wednesday 11:15 – 12:45 113 2hrs.

Description see page 23.

Samuel Beckett und der Existentialismus

Dr. C. Kömürcü Donnerstag 16:15 – 17:45 114 2st.

Description see page 29.

Recent Irish Novels

Dr. C. Lusin Tuesday 14:15 – 15:45 112 2hrs.

Description see page 25.

11 Sonstiges

Advanced Translation into English

P. Bews Thursday 16:15 – 17:45 112 2hrs.

This course is intended for students who will be taking their *Staatsexamen* final exams in two or three semesters and would like to practise their translation skills before doing the final preparation course, held by either Ms Henn or Mr O’Brien. Students who are enrolled in either of these two courses cannot be accepted in my course.

Texts: The texts will be predominantly taken from German newspapers.

Note: Priority will be given to *Staatsexamen* students. MA and BA students are welcome as long as places are available.

12 Übergreifende Kompetenzen

Angebote zum Erwerb von Leistungspunkten im Bereich „Übergreifende Kompetenzen“ des Anglistischen Seminars für Studierende der Anglistik:

Creative Writing

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

This course is intended for all those who enjoy writing. The writing will be done at home, regularly, and brought to class to be discussed. The conversation is continued at a local hostelry after class.

Course Requirements: A willingness to write and discuss

Language Reading Group

Dr. F. Polzenhagen Friday 11:00 – 12:30 112 2hrs.

How do children learn language?

Does the language we speak shape the way we think?

Where does language come from? How did it evolve?

Is language a window into the mind?

We will discuss these and other interdisciplinary questions in the English Department's open and informal Language Reading Group. Everybody with an interest in the relationship between language and cognition is welcome!

Evangelical Apocalyptic Fiction

D. Silliman Thursday 10:15 – 11:45 HCA

Fiction that stages the clash of spiritual forces behind current events, the sudden appearance of otherworldly beings in everyday life, and the violent end of human history in the near future has been wildly popular in recent years. This genre, Evangelical apocalyptic fiction, has sold in the millions, securing a spot on secular and religious bestseller lists and also in contemporary American culture. This fiction has deeply shaped contemporary religious imaginations, and reveals some deeply felt anxieties about the state of affairs at the end of the 20th century and the beginning of the 21st. Approaching these texts as literature and as cultural objects, this class will take an in-depth look at Evangelical apocalyptic fiction, paying special attention to issues of pluralism, secularism, religious belief, gender, and the “culture wars,” as well as the undergirding conceptions of God and the knowledge of God. In addition to examining this genre of fiction, the intent of this course is to introduce students to the study of religious literature.

Texts: *Left Behind*, by Tim LaHaye and Jerry Jenkins

Nephilim, by L.A. Marzulli

The Ezekiel Option, by Joel Rosenberg

The Last Battle, by C.S. Lewis

The Visitation, by Frank Peretti