

UNIVERSITÄT
HEIDELBERG
Zukunft. Seit 1386.



Anglistisches Seminar
Ruprecht-Karls-Universität Heidelberg

Kommentiertes Vorlesungsverzeichnis

Wintersemester 2012/2013

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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 Oktoberwochen 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 Version war der 20. Juli 2012.

1.1 Termine und Fristen

Semesterzeit	01.09.2012 – 28.02.2013
Vorlesungszeit	15.10.2012 – 09.02.2013
Weihnachtspause	22.12.2012 – 06.01.2013
Feiertage	1.11.2012
Orientierungseinheit für Studienanfänger	10.10.2012
Online Anmeldung für Proseminare und „Fundamentals of Research and Writing“	01.08.2012 – 16.08.2012
Tausch- und Rückgabemöglichkeit für Plätze in Proseminaren	20.08.2012 – 26.08.2012 und 24.09.2012 – 11.10.2012
Online Anmeldung für Kurse außer Proseminaren und außer „Fundamentals of Research and Writing“	17.09.2012 – 11.10.2012

Anmelde- und Tauschfristen in der Übersicht

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

Anmeldung Proseminare
und „Fundamentals...“
1.8-16.8

Tausch/Rückgabe PS
20.8.-26.8.

Online Anmeldung
außer Proseminare
17.9.-11.10.

Tausch/Rückgabe PS
24.9.-11.10.

1.2 Leistungsbezeichnungen und Modulzuordnungen in der Übergangsphase zu den neuen Prüfungsordnungen

Mit den neuen Prüfungsordnungen in BA und Lehramt wurden ab WS 2010/11 neue Leistungen eingeführt (z.B. „Tense and Aspect“, „Description und 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 (**Prüfungs-ordnungen**) herunterladen können.

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

Neue Bezeichnung	Alte Bezeichnung
Proseminar I Kulturwissenschaft (anwendungsorientiert)/Landeskunde	Landeskunde
Proseminar I Kulturwissenschaft (theoretisch)	-- kein Schein --
Proseminar II Kulturwissenschaft/ Landeskunde	Landeskunde
Proseminar II moderne Sprachwissenschaft	Proseminar I Sprachwissenschaft
English in Use	-- kein Schein --
Advanced English in Use	-- kein Schein --
<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” waren in der Übergangsphase auch unter der Rubrik “Stylistics/Grammar and Style II” aufgelistet.

1.3 Wichtige Hinweise zum Anmeldeverfahren

Grundsätzlich wird zwischen zwei Anmeldeverfahren unterschieden:

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

Persönliche Anmeldung

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

Online-Formularanmeldung („Kurswahl“)

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

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

Im Wintersemester 2012/13 gilt der Online-Anmeldemodus wieder auch für alle Proseminare und für den Begleitkurs zum Proseminar, „Fundamentals of Research and Writing“: bitte beachten Sie die frühere Anmeldefrist vom 01. August bis 16. 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.

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

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

Regeln der Anmeldung

Sie müssen sich für mindestens zwei oder drei – bei manchen Kurstypen 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, wobei 1 die niedrigste und 9 die höchste Priorität ist. Gewichten Sie also den Kurs, der am ehesten Ihren Wünschen entspricht, mit 9 Punkten und die weiteren Kurse mit entsprechenden niedrigeren Prioritäten, den zweiten Kurs also mit 8, den dritten mit 7 etc.

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

Pronunciation Practice, Haas, Wednesday 11.15 – 12.00 9 Punkte

Pronunciation Practice, Haas, Friday 11.15 – 12.00 4 Punkte

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

Alle Studierenden, die noch über kein Passwort zu ihrem URZ-Konto verfügen, erhalten dieses auf der folgenden Webseite: **URZ Benutzerverwaltung**

Zur Anmeldung für die Teilnahme an einem Kurs wählen Sie in Ihrem SignUp-Konto die Leiste „Kursauswahl“ am linken Rand (freigeschaltet ab Beginn der Anmeldefrist). Dort wählen Sie dann den jeweiligen Kurstyp, zum Beispiel „Grammar/Tense and Aspect“, „Pronunciation Practice/...“ etc. Das weitere Vorgehen erklärt sich von selbst.

Auf der Homepage des Anglistischen Seminars gibt es darüber hinaus in der Rubrik SignUp einen Bildschirmfilm, der das Anmelden vorführt: **SignUp-Demo**

Für Fragen und Probleme betreffend SignUp gibt es eine Hilfe-Funktion (**Hilfe**). 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 zur Besprechung und Lösung individueller Probleme (s. Aushang).

1.4 Orientierungseinheit für Studienanfänger

Am Mittwoch, dem 10. Oktober 2012. Findet in Raum 108 des Anglistischen Seminars von 10 bis 18 Uhr eine Orientierungseinheit für Studienanfänger statt. Dieses eintägige Tutorium ermöglicht Studienanfängern einen erfolgreichen und reibungslosen Einstieg in das Studium am Anglistischen Seminar. Erfahrende 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 im **LSF** sind immer die Angaben auf der Homepage der Anglistik aktuell.

Endredaktion: H. Jakubzik & S. Aramin

Redaktionsschluss: 20. Juli 2012

2. Vorlesungen

Course Requirements (unless noted otherwise):

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

2.1 Vorlesung historische Sprachwissenschaft

A History of English to 1450

Prof. J. Insley

Mo, 16:15 – 17:45

AS Room 333

This course of lectures will cover the history of English from its North-West Germanic origins to the middle of the 15th century. The period can be conveniently divided by the Norman Conquest which accelerated the deviation of English from the other Germanic languages, though certain processes, such as the phonological development in this period, will be dealt with en bloc.

Phonology, morphology and lexis will be dealt with in some detail, but there will be close examination of the textual traditions governing the development of medieval English. The linguistic history will be set against the background of major historical events, such as the Anglo-Saxon Conquest of the former Roman province of Britannia, the Conversion of the English, the establishment of the Danelaw in the wake of the Scandinavian invasions, the Norman Conquest and the symbiotic relationship with France in the medieval period. The course will close with the emergence of a new standard, the ancestor of our present-day English, based on the usage of the royal chancery in the 15th century.

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

Patterns in the English Language

Prof. B. Busse

We, 09:15 – 10:45

NUni HS 15

Patterns determine and reflect not only linguistic processes, but also historical, social, cultural, psychological processes and a number of repetitive practices in the natural sciences. In turn, patterns are also results of such processes.

In this lecture, we shall discuss approaches to as well as methods and theories of linguistic pattern-formations (and deviations from them) in context. Recourse will be made to disciplines as diverse as Rhetorics, Sociolinguistics, Corpus Linguistics or the Digital Humanities. Data under investigation will be historical and contemporary and include a number of (multi-modal) text types and discourses.

Texts: Readings will be uploaded on Moodle.

2.2 Vorlesung moderne Sprachwissenschaft

Semantics

Prof. B. Glauser

We & Th, 13:15 – 14:00

NUni HS 6

It has almost become a commonplace that using words in a meaningful way implies a great deal more than just knowing what these words mean. Linguists have been talking so much about the ‘social meaning’ of language and the ‘communicative competence’ of speakers, however, that the time has come to return to the ‘sources’ in order to see what is left of traditional semantics and to start talking again, perhaps in a slightly more cautious way, about the ‘basic meaning’ of words.

Language, mind, and culture

Prof. Z. Kövecses

Th, 14:15 – 15:45

Room: tba

How do we make sense of our experience? To account for this, we minimally need to discuss the varied and complicated relationships between language, mind, and culture. The three elements constitute our “meaning-making system”.

This course investigates the manifold relationships between language, cognition, and culture. We will explore such issues as:

1. Should we think of language as primarily form (structure) or meaning?
2. How does meaning arise?
3. How do human beings make the world around them meaningful?
4. Does the human body play any role in the conceptualization of the world?
5. What is the relationship between language and thought?

To answer these questions, we will look at such cognitive mechanisms as categorization, framing, metaphor, metonymy, mental spaces, conceptual integration, etc. We will show how human beings use these cognitive processes to understand the world around them. We will also point out that although these conceptual processes are universal, there are differences in their products and the way people make use of them.

Texts:

- Zoltán Kövecses (2006). *Language, Mind, and Culture. A Practical Introduction*. New York: Oxford University Press.

2.3 Vorlesung Literaturwissenschaft

British and Irish Poetry 1900 – 1970

Prof. P. Schnierer

Mo, 11:15 – 12:45

NUni HS 14

This lecture will cover the entire range of poetry from the British Isles between the last days of Victorian poetry and the advent of pop lyrics (in Britain) and the nationalist renaissance and the first works of Seamus Heaney (in Ireland). The texts the lecture concentrates on will be made available in a reader; I recommend the preparatory reading of a couple of anthologies such as the *Penguin Book of English* (resp. *Irish*) *Verse*.

American Literature, 1910 – 1940

Prof. G. Leyboldt

Th, 11:15 – 12:45

NUni HS 9

This course of lectures will review the emergence of transatlantic modernism in the United States during the early 1900s. Our main focus will lie on the literary manifestations of the modernist movement, the shifts in aesthetic and cultural sensibilities that runs in a line of continuation from the late novels of Henry James to William Faulkner and John Dos Passos, and from the poetics of Walt Whitman to the work of T.S. Eliot, Ezra Pound, Hilda Doolittle, Wallace Stevens, and William Carlos Williams. We will also discuss relevant early-twentieth-century cultural contexts of the modernist movement (Fordism; cultural professionalism; the new urban environment; immigration; imperial expansion; ethnic pluralism and the vogue of exoticism/primitivism, etc.)

Texts: Most of the primary texts are contained the *Norton and Heath* anthologies of American Literature. As introductory texts, see Emory Elliot, *Columbia Literary History of the United States*, part 4, and, for more in-depth background reading, Sacvan Bercovitch, *Cambridge History of American Literature*, vols. 5 and 6.

American Fictions of Violence

Prof. D. Schloss

We, 11:15 – 12:45

AS Room 108

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

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

or artists independently of their (original) referential function? Why are these images of violence so attractive to modern democratic audiences?

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

Note: For a Schein, regular attendance (1 CP), a take-home examination (2 CP) and an oral exam (1 CP) are required.

Texts: Rowlandson’s *Captivity Narrative* and Poe’s works can be found in *The Norton Anthology of American Literature*, Vol A. Inexpensive paperback editions of the novels are available (*Last of the Mohicans* – Penguin; *Native Son: The Restored Text ...* – Harper Perennial Modern Classics; *No Country for Old Men* – Picador; *Fight Club* – Random House).

Introductory reading: Richard Slotkin, *Regeneration Through Violence: The Mythology of the American Frontier, 1600-1860*. (An excerpt will be placed on the Reserved Book Shelf in the Library.)

The novels should be read before the term starts.

Ringvorlesung: Introduction to Literary Theory

Prof. G. Leypoldt/Dr. P. Löffler Mo, 18:15 – 19:45 NUni HS 14

This survey lecture course, jointly offered by department faculty working in literary and cultural studies, aims to provide an overview of 20th century developments in the theory of literature.

2.4 Vorlesung Kulturwissenschaft

British and Irish Poetry 1900 – 1970

Prof. P. Schnierer

Mo, 11:15 – 12:45

NUni HS 14

Description see page 10.

American Literature, 1910 – 1940

Prof. G. Leypoldt

Th, 11:15 – 12:45

NUni HS 9

Description see page 10.

Language, mind, and culture

Prof. Z. Kövecses

Th, 14:15 – 15:45

Room: tba

Description see page 9.

American Fictions of Violence

Prof. D. Schloss/Dr. P. Löffler

We, 11:15 – 12:45

AS Room 108

Description see page 10.

Ringvorlesung: Introduction to Literary Theory

Prof. G. Leypoldt

Mo, 18:15 – 19:45

NUni HS 14

Description see page 11.

3. Einführungsveranstaltungen

Course requirements:

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

3.1 Introduction to English Phonology and Phonetics

Dr. N. Nesselhauf

Mo, 16:15 – 17:45

Heu II

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” (*description see page 52*), 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, Beverly, and Inger M. Mees. 2003. *Practical Phonetics and Phonology*. London/New York: Routledge.

3.2 Introduction to English Linguistics

Prof. B. Busse

We, 11:15 – 12:45

NUni HS 10

This is an introduction to the central areas, theories, methods and models of modern English linguistics. It provides an overview of the core levels of linguistic description, such as Phonetics and Phonology, Morphology, Syntax and Semantics, which will then be used to analyse and discuss the structure and functions of the English language. Different approaches and major schools of thought will also be presented.

This course is the foundation for more detailed studies in English linguistics.

Note: 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 (20.07.2012) noch nicht fest. Bitte informieren Sie sich rechtzeitig auf <<http://www.as.uni-hd.de>>.

Texts: Readings will be uploaded on Moodle.

3.3 Introduction to the Study of English Literatures

PD Dr. B Hirsch

Mo, 11:15 – 12:45

Heu II

This course of lectures serves as an introduction to the study of literatures in English. Addressing key concepts and critical tools relevant to the description and analysis of literary texts, we will discuss structural components of the major genres, explore different schools of literary and cultural theory, and approach the possibilities and limitations of literary historiography.

There will be a compulsory tutorial in which advanced students review the lecture's central issues and clarify aspects which need further explanation.

Note: 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 (20.07.2012) noch nicht fest. Bitte informieren Sie sich rechtzeitig auf <<http://www.as.uni-hd.de>>.

Texts: In order to be equipped with a reference book it might be advisable to purchase an introductory guide, such as Vera & Ansgar Nünning's *Introduction to the Study of English and American Literature* (Stuttgart, 2011). More information on helpful sources will be provided in the first session.

4. Proseminare

4.1 Fundamentals of Research and Writing

Tuesday 13:15 – 14:00

S. Frink AS Room 110

C. Burmedi AS Room 122

Dr. F. Polzenhagen AS Room 108

Thursday 13:15 – 14:00

Dr. K. Frank AS Room 110

C. Burmedi AS Room 122

Dr. F. Polzenhagen AS Room 333

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

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

4.2 Proseminar I Sprachwissenschaft

Course Requirements (unless noted otherwise):

Regular attendance and participation, oral presentation, course preparation/homework assignments and written term paper.

Morphology

A. Bölling

Th, 09:15 – 10:45

AS Room 108

“Maybe in order to understand mankind, we have to look at the word itself: *mankind*. Basically, it’s made up of two separate words - **mank* and **ind*. What do these words mean? It’s a mystery and that’s why so is mankind.”

This class is for students who want to avoid mistakes, such as the one made by humorist Jack Handey, when it comes to morphological analysis and description. After clarifying a range of basic terms and concepts, we will address general questions (What is a word?) as well as more specific ones (How many morphemes do *misunderstood* have?); in doing so, our goal is to develop some practical skills.

Furthermore, we will have a closer look at both inflectional morphology and lexical morphology, covering phenomena like derivation, compounding, amongst other word formation processes. Throughout the class, the focus is put on synchronic analysis; however, whenever diachronic perspectives are felt to be crucial for our understanding of present-day English morphology, they will be included.

Another aspect to be discussed is how morphology related to and interacts with semantics, syntax, and phonology.

Texts: A reader will be available in the introductory session. To start with, a look at the following monograph is recommended:

- Schmid, Hans-Jörg (²2011). *English morphology and word-formation: an introduction*. Berlin: Schmidt.

Introduction to Syntactic Analysis

M. Pleyer

Th, 14:15 – 15:45

AS Room 113

Language can seem staggeringly complex at times. This is especially true for foreign learners of a language as well as for (native and non-native) linguists trying to analyse and describe a language and its underlying structure. Yet the ability to order words into interrelated and hierarchically organized complex units is what makes human language so powerful. It enables us to express and share meaning together. This means that analysing the structure of sentences, clauses, and phrases – what linguists call *Syntax* – might tell us something about the human mind. And of course it also helps learners to better understand and master the syntactic patterns involved in successful communication.

This course will offer an introduction to the syntax of English. You will learn about different ways of analysing English sentence and phrase patterns. Special emphasis will be placed on practical exercises and practicing the analysis of sentences from the perspective of different frameworks. You will be exposed to more traditional approaches to syntactical analysis

(Structuralism; the Quirk et al.-Grammar and the Huddleston/Pullum-grammar) as well as other influential linguistic schools such as Valency Theory, Generative Grammar and Functionalism. We will also look at recent approaches like Construction Grammar and Cognitive Grammar, which emphasise that syntactic patterns are intricately related to human cognition and meaning. We will also address the question how sentence structure relates to meaning.

Texts: A reader will be made available. But please re-read the Syntax-chapter from your “Introduction to Linguistics”-reader before the beginning of term.

Lexicology and Lexicography

A. Mantlik

Tu, 11:15 – 12:45

AS Room 333

Lexicology deals with the question of how words ‘mean’, what they consist of, i.e. the internal structure of words, and how they relate to other words, i.e. the structure of the lexicon of a language. In the first half of this seminar, we will study some of the basic approaches to lexicology and the concepts underlying them. In the second half of the course, we will focus on lexicography, i.e. the art of dictionary-making. A reasonable amount of time will be spent on dealing with electronic dictionaries and thesauri such as the *Oxford English Dictionary Online*, the *Historical Thesaurus of the OED*, and various corpora such as the *British National Corpus* and the *Corpus of Contemporary American English*.

Texts: Study material for this seminar will be uploaded on Moodle by the end of September.

Introduction to Sociolinguistics: Approaches, concepts and case studies

Dr. F. Polzenhagen

Mo, 14:15 – 15:45

AS Room 122

In this course, we will have a look at concepts, traditions, methods and topics within the broad field of sociolinguistics, including descriptive approaches, studies on language and gender, on language and ideology, on language and identity, the study of native and non-native varieties of English, and cognitive-cultural approaches. Each of these research strands will be introduced in terms of its theoretical framework and will be illustrated by representative case studies. As a part of the coursework, the participants will, furthermore, conduct a small-scale sociolinguistic questionnaire study.

Pragmatics

M. Eller

Tu, 09:15 – 10:45

AS Room 113

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

This course provides a systematic introduction to the major concepts in pragmatic research, such as speech act theory, implicatures, presuppositions, frames, the cooperative principle,

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

Semantics

S. Vogelbacher

Tu, 14:15 – 15:54

AS Room 115

This seminar gives an introduction to the study of meaning. You know from the Introduction to Linguistics that semantics deals with meaning. But what exactly does that *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”). The aim of the seminar is to give students an overview of two approaches to the study of meaning and the theoretical concepts and empirical methods they have to offer: structuralist semantics (semantic feature analysis, lexical fields, componential analysis and sense relations) and cognitive semantics (including prototype theory, family resemblance, metaphor and metonymy). By the end of term, students will be familiar with different concepts and methods and be prepared to analyse and describe language semantically.

Texts: A reader with selected texts will be made available nearer the beginning of the term.

Discourse and text analysis

S. Vogelbacher

Tu, 11:15 – 12:45

AS Room 116

This seminar gives a practical introduction to linguistic discourse and text analysis. We will look at different approaches to discourse analysis (Systemic Functional Linguistics, Conversation Analysis, Critical Discourse Analysis) and discuss the theoretical concepts and empirical tools they have to offer. A considerable part of the seminar will be dedicated to practical explorations into different types of discourse (spoken, written, computer-mediated). We will apply different tools to naturally occurring discourse in order to analyse typical features and interactional techniques. The aim of the seminar is to familiarize students with the instruments available and to prepare them for doing a small project in discourse analysis, which will be the topic of their term paper.

Texts: A reader with selected texts will be made available nearer the beginning of the term.

Language Contact

J. Schultz

Tu, 14:15 – 15:45

AS Room 110

In recent years, language contact phenomena have become the focus of linguistic research. In this seminar, both theoretical aspects of language contact and a number of significant outcomes of contact involving English will be taken into account. Languages may, for instance, influence each other by the exchange of words. We will look at, among other things, the borrowing of vocabulary from foreign languages such as French, Spanish or German into the English lexicon; we will look at the formation of new varieties of English (“New Englishes”) and the rise of pidgins and creoles due to language contact; we will also investigate the way English has shaped other languages in its spread as a world language (Anglicisms in German, “International English”). In addition, an insight will be offered into the phenomenon of bilingualism and its societal implications.

Texts:

- Thomason, Sarah G. (2001): *Language Contact. An Introduction*. Washington: Georgetown University Press.

African-American Vernacular English

Prof. B. Glauser

We, 09:15 – 10:45

AS Room 113

African-American Vernacular English (AAVE) has become the subject of a voluminous literature which is strongly sociolinguist- and educationalist-minded. The following five questions have been treated in detail and with an unusual amount of emotion:

1. What is major reason for widespread AAVE speakers' failure to become successful speakers and readers of Standard English?
2. What is the best way of dealing with the failure?
3. What are the differences between AAVE and Standard American English as well as between the former and White non-Standard speech?
4. Does AAVE derive from a pidgin or creole formerly spoken widely in North America but now almost completely decreolised except for Gullah?
5. Is AAVE in a process of diverging from White English?

The task of this proseminar will be to present, compare and weight the different positions.

Texts:

- Salikoko S. Mufwene, John R. Rickford, Guy Bailey and John Baugh (eds) 1998. *African-American English: Structure, history and use*. London: Routledge.

Varieties of English in America

Dr. N. Nesselhauf

Th, 09:15 – 10:45

AS Room 112

English in America comes in various shapes and sizes. What is often referred to as "American English" alone comes in a number of regional and social dialects. In addition to these, we are going to consider other types of English spoken in the USA, such as Black English and Chicano English. A further focus of the course will be varieties of English found outside of the USA; this includes not only Canadian English but also a number of English-based creoles spoken in the Caribbean. As we will thus be dealing with different types of varieties, a number of general concepts relevant to the study of varieties will be touched upon as well. With regard to the different Englishes occurring on the American continent(s), we are not only going to study their structural (i.e. phonological, grammatical, lexical etc.) features, but also possible reasons (historical, cultural etc.) of why and how these varieties of English have obtained their specific shapes.

On the methodological side, students will learn how to conduct empirical linguistic analyses, in particular on the basis of computerized corpora. The seminar papers (including preparatory posters) will be based on the students' own small research projects (deadline 20 March).

Texts: Recommended introductory reading: "Regional variation" in David Crystal (1995): *The Cambridge Encyclopedia of the English Language*. Cambridge: CUP, 298-363.

4.3 Proseminar II historische Sprachwissenschaft (Überblick)

Course Requirements (unless noted otherwise):

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

Introduction to the history of English

Dr. F. Polzenhagen

Mo, 11:15 – 12:45

AS Room 122

A. Mantlik

Tu, 14:15 – 15:45

AS Room 108

Dr. S. Mollin

Tu, 14:15 – 15:45

AS Room 116

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

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

4.4 Proseminar II historische Sprachwissenschaft (Periode)

Course Requirements (unless noted otherwise):

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

Introduction to Old English

Dr. E. Hänßgen

Mo, 11:15 – 12:45

AS Room 115

Das Proseminar hat das Altenglische des 9.-11. Jahrhunderts zum Gegenstand, eine altgermanische Sprache, die sich grundlegend vom heutigen Englischen 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 Studierenden zunächst häuslich erarbeitet und dann in der Seminarsitzung erörtert und vertieft.

Im Kurs werden wir auch englische Terminologie der historischen Linguistik erarbeiten.

Texts:

- Kursbuch: Weiman, 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.

Introduction to Middle English

V. Mohr

We, 09:15 – 10:45

AS Room 114

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.

Texts: Lehrmaterialien werden den Teilnehmenden nach Abschluss der Anmeldung zur Verfügung gestellt.

Introduction to Early Modern English

Dr. M. Isermann

Tu, 11:15 – 12:45

AS Room 114

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

Texts: A reader will be available at CopyCorner.

4.5 Proseminar II moderne Sprachwissenschaft

Course Requirements (unless noted otherwise):

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

Sociolinguistic address-behaviour

Prof. B. Glauser

Tu, 14:15 – 15:45

AS Room 333

Whenever we address somebody, we have to take decisions: “Do I use ‘T-Form’ (solidary/intimate) or ‘V-form’ (distant/respectful)?” Such decisions are generally rule-governed, but there are grey areas (How do I address my neighbor’s daughter – 17 years old -, who I have known for more than ten years?), and sometimes we flout the rules (e.g. when being angry or sarcastic). The aim of this seminar is thus threefold:

1. We want to know what sociolinguists have published about the rules that hold in different speech communities.
2. Where are the grey zones?
3. When are those rules flouted?

Texts: By way of introduction please read the ‘classic’: Roger Brown and Albert Gilman. 1960. ‘The pronouns of power and solidarity’. In Thomas A. Sebeok, (ed), *Style in language*, New York: Wiley, 253-76 (Reprinted in Fishman 1968:252-75, Laver/Hutcheson 1972: 103-27 and in Ggiglioli 1972:252-82).

Language Acquisition: Data, Experiments, Theories

Dr. M. Schiffmann

Fr, 13:15 – 14:45

AS Room 122

The topic of “Language Acquisition” is undoubtedly one of the most central and exciting areas in linguistics as a whole. How little creatures, many of whom are not yet able to bind their shoelaces (I was unable to do so until the age of six), are able to achieve mastery of a very complex cognitive system such as their mother tongue seemingly effortlessly and in a relatively short time span continues to be an intriguing puzzle.

It is uncontroversial that both the linguistic environment and the cognitive endowment of the child play a vital role in this, but the relative importance and concrete details of their respective contributions are still debated. This seminar will take broadly accepted acquisition data as its point of departure, look into a variety of experiments that have been carried out to further push the limits of our understanding, and present as well as discuss a range of theories that try to explain both the path and the end result of language acquisition.

So be prepared for a lively seminar that stretches from watching and looking at original – and yes, hopefully even live – data to the discussion and evaluation of current scientific theories trying to explain what is happening when children undergo the apparently mundane development of learning the language that is spoken around them. We will cover all the core areas relevant in this domain: phonology, morphology, the lexicon, syntax, semantics and pragmatics.

Texts: Reading material as well as links to video and audio material will be made to applicants immediately after they have signed up. This will include texts/chapters from books by renowned researchers in the field such as Maria Teresa Guasti, Erika Hoff, William O’Grady, Matthew Saxton, and others.

4.6 Proseminar I Literaturwissenschaft

Course Requirements (unless noted otherwise):

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

London Poetry Through Four Centuries

Dr. K. Hertel

Th, 09:15 – 10:45

AS Room 113

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

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

Texts: A 'reader' with all the texts will be available in 'CopyCorner' (Merianstrasse) by the end of September. You should have read all of the poems by the beginning of the winter term.

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

Contemporary British and American Crime Fiction

A. Schindler

We, 11:15 – 12:45

AS Room 110

Ever since the publication of what is generally considered to be the first detective story, namely Edgar Allan Poe's *The Murders in the Rue Morgue* (1841), crime fiction has developed into a highly popular genre. While it is true that crime fiction was for a long time looked down upon and deemed by many as 'low' literature, it has recently gained much critical attention and its status as a serious literary form is now widely acknowledged.

After a short historical overview of the genre, this seminar will focus on contemporary British and American crime fiction. Its sheer diversity is one of the most fascinating features, and we will have a look at various sub-genres which have emerged over the last decades such as the police procedural, forensic detection, anti-detective fiction and feminist crime fiction. We will then analyze major themes and narrative techniques of the texts and find ways of approaching them from different theoretical perspectives. Apart from the crime novel, which will be our main topic of interest, we will also pay attention to the short story, another highly productive genre in contemporary crime fiction.

Texts: Please buy and read Patricia Cornwell's *Postmortem* (1990) and Kate Atkinson's *One good Turn* (2006). A reader with additional texts will be provided at the beginning of term.

English Drama of Ideas: George Bernard Shaw and Tom Stoppard

E. Redling

Th, 11:15 – 12:45

AS Room 112

Although the era between the death of Queen Victoria (1901) and the beginning of World War I, which is especially marked by the reign of the cosmopolitan and bon vivant King Edward VII (1901-1910), was still one of upper-class elegance, there were new developments, such as the rise of socialism and women's liberation, which questioned the British class system and promoted the equality of women. In his plays George Bernard Shaw lets his characters philosophise about these new ideas and places them into both entertaining and serious conflicts focusing upon these ideas. In *Man and Superman* (1903) Shaw presents the main character Tanner as a social revolutionary who is comically hunted and tied down to marriage by the clever woman Ann. In *Pygmalion* (1912) an empowered poor cockney flower girl who is taught to speak like a duchess turns against her upper-class former teacher. Later in the 20th century the playwright Tom Stoppard depicts discussions of ideas in a similar manner. His play *Jumpers* (1972) places a moral philosopher centre stage whose presentations of arguments against relativism occur within a volatile plot of a murder mystery. In this course we will discuss the above-mentioned plays, their social and cultural contexts as well as the transnational tradition of the drama of ideas. As Shaw was highly influenced by the Norwegian dramatist Henrik Ibsen, we will compare *Man and Superman* and *Pygmalion* to excerpts of Ibsen's *A Doll's House* and *Ghosts*.

Texts: Please buy and read:

- Shaw, George Bernard. *Man and Superman*. London: Penguin, 2011. (978-0140437881)
- Shaw, George Bernard. *Pygmalion*. London: Penguin, 2012. (978-0141439501)
- Stoppard, Tom. *Jumpers*. London: Faber & Faber, 1986. (978-0571145690)

Identity and Narrative: Self-Making in the Contemporary British Novel

S. Frink

Tu, 09:15 – 10:45

AS Room 112

Stories, rather than being merely a literary form, present a privileged way of constructing identity. Storytelling is, in fact, the most important means for making autobiographical selves. Our stories are not just *about* us but are rather a constituent part of who we are, i.e. they actively contribute to processes of sense-/ self-making. We speak of "narrating the self into existence", and it might be said that "what we are is a story of some kind" (Eakin 2004). Telling their life-story, first-person narrators take a reflective position, organize experiences, make sense of chaotic perceptions, and imagine alternative/ future scenarios, thus creating a sense of self. Within the past few decades, 'life-writing' has established itself as a popular genre in both mainstream and high literature.

This course offers an introduction to narrative self-making. Moreover, you will acquire useful tools for the analysis of novels and get the opportunity to practice your narratological skills. We will explore the intimate, dynamic connection between stories and selves, between narrative and identity. Focusing on different kinds of self-narrations, we will look at how individuals become who they are by telling their story. How do lives become stories, how is identity

created in narrative? To examine this 'identity work' in action, we will apply basic narratological categories/strategies to contemporary British novels, which are obsessed with questions of identity. Comparing and contrasting Haddon's and McEwan's novel, we will explore how narratives function as tools for self-making. Considering both story and discourse, we will investigate not only *why* but also *how* a particular story is told and explore the great number of different themes and techniques apparent in postmodern fictional autobiographies.

Texts: Please note that you should have read these novels by the beginning of the semester.

- Ian McEwan, *Enduring Love* (1997).
- Mark Haddon, *The Curious Incident of the Dog in the Night-time* (2003).

William Faulkner and Contemporary Southern Fiction

J. Lichtenstein

Th, 18:15 – 19:45

AS Room 108

This course aims to explore how contemporary Southern literature relates to the works of William Faulkner, the flagship of what Flannery O'Connor provocatively called "The Dixie Limited". We will begin by examining a selection of Faulkner's short stories and the novel *Light in August*, progressing to contemporary authors who ex- or implicitly write in the tradition of the Southern Renaissance. Investigating issues such as race, religion, war, and sexuality in Southern literature continuities and changes will be identified and critically examined.

Texts: A reader will be available at the beginning of the semester. It is advisable to read the novels in advance.

Mandatory reading:

- William Faulkner, *Light in August* (1932)
- Cynthia Shearer, *The Wonder Book of the Air* (1996).

Recommended reading:

- William Faulkner, *Absalom, Absalom!* (1936)
- Harry Crews, *Childhood: The Biography of a Place* (1995)

4.7 Proseminar II Literaturwissenschaft

Course Requirements (unless noted otherwise):

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

Shakespeare's Comedies – Text and Film

Dr. H. Grundmann

Tu, 16:15 – 17:45

AS Room 115

In this class we shall analyse three major comedies by Shakespeare, exploring the topics of love and sexuality and gender politics. We shall also consider the representation of the political and family structures of the Renaissance in their cultural context, including some useful literary theories (e.g. New Historicism). In addition to a close reading of the texts, the viewing and interpretation of 20th century film versions will be emphasised, e.g. Richard Burton's quarrels with Elizabeth Taylor in Zeffirelli's *Taming of the Shrew*, Kenneth Branagh's version of *Much Ado About Nothing* as well as two versions of *As You Like It*.

Texts: Please purchase the Oxford World's Classics editions of *The Taming of the Shrew* (ed. H. J. Oliver, 2008), *As You Like It* (ed. A. Brissenden, 2008) and *Much Ado About Nothing* (ed. S. P. Zitner, 2008)

English Romantic Poetry: From Blake to Byron

Dr. K. Hertel

Tu, 14:30 – 16:00

AS Room 113

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

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

Texts: A 'reader' with all the texts will be available in 'CopyCorner' (Merianstrasse) by the end of September. You should have read all of the poems by the beginning of the winter term.

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

J. B. Priestley's Time Plays

Dr. K. Hertel

Th, 16:15 – 17:45

AS Room 113

J. B. Priestley has been called on of the literary icons of the 20th century and now, more than 25 years after his death in 1984, Britain is witnessing a gradual rediscovery and a new appreciation of his prolific novelist, playwright, essayist, radio broadcaster and critic.

During the 1920s and 30s Priestley became interested in the question of Time, a theme he decided to experiment with in his plays. Influenced by the discovery of New Physics (esp. Albert Einstein's theories) as well as less well-known scientists and thinkers, his main inspiration derived from J. W. Dunne's *An Experiment with Time* (1927) and P. D. Ouspensky's *New Model of the Universe* (1931). Even though Priestley was critical of both time theories with their focus on 'Serialism' and 'Recurrence' in contrast to the established one of objective and linear time, he still thought them well worth experimenting with and playing with the idea of what *might* have happened.

In the course of this semester we shall be looking at five plays that belong to the cycle of 'time plays': *Dangerous Corner* (1932), *Time and the Conways* (1937), *I Have Been Here Before* (1937) and his most experimental plays *Music at Night* (1938) and *Johnson Over Jordan* (1939).

Texts:

You should have read all five plays by the beginning of the winter term.

- *Dangerous Corner*. Oberon Books Ltd; New edition (2001) (978-1840022513).
- *Time and the Conways & I Have Been Here Before* in: *An Inspector Calls and Other Plays*. Penguin Modern Classics, 2001 (978-0141185354).
- *Johnson Over Jordan*. Oberon Books Ltd; New edition (2001) (978-1840022483).
- *Music at Night* will be provided by me in pdf-format by the end of September.

Black and Asian British Writing in Poetry and Prose

Dr. C. Lusin

Tu, 16:15 – 17:45

AS Room 113

In an article captioned "Black, British and Proud" (2008), freelance writer Lola Adesioye foregrounds the extent to which "British culture, values and ways of life" represent an "intrinsic part" of her identity. Vice versa, Black and Asian immigrant cultures have come to form an indelible part of Britain's cultural scene. According to the Office for National Statistics, the share of non-white ethnic groups in the English population has increased by 35,9% from 2001 to 2009, which bears witness to their growing prominence in Britain. Especially since the disintegration of the British Empire, these groups have produced a flourishing cultural output. At the same time, though, Lola Adesioye also draws attention to the profound "economic, educational, legal and social inequalities" which members of ethnic groups still have to face in Britain, and which is reflected in their literature, too.

In this course, we are going to investigate these issues by discussing the poetry and prose of a range of authors with different cultural and ethnic backgrounds. How do these authors negotiate their (post)colonial heritage as well as their cultural and ethnic roots? How do they tackle the experience of belonging to an ethnic minority which is often still marginalized? And finally, how do they relate to the (white) British canon? Besides making ourselves familiar with the categories and analytical tools of cultural narratology, we will also explore key concepts of cultural studies, such as 'ethnicity', 'identity', 'gender', 'generation' and 'cultural

memory'. Our main text will be Zadie Smith's award winning novel *White Teeth* (2000), whose plot comprises Afro-Caribbean, South Asian as well as White British identities. Further texts will be made available in a reader by the start of term.

Texts:

- Smith, Zadie. *White Teeth*. London, New York: Penguin, 2001 [2000].

Postcolonial Britain: History, Theory and Cultural Practices

PD Dr. B. Hirsch

Tu, 16:15 – 18:45

AS Room 110

Even though Britain has always accommodated migrants, the country's transformation into a multi-ethnic society is largely the result of post-World War II developments. Taking the arrival of some 500 Jamaicans aboard the 'Empire Windrush' in June 1948 as our starting point, we shall first encounter New Commonwealth migration and its legacy from a socio-political perspective. Moving on we will then examine cultural representations of postcolonial Britain. In doing so the depiction of race relations and negotiations of collective identity in a range of novels (*Life Isn't Ha Ha Hee Hee*, *White Teeth*) and films (e.g. *East is East*, *Bend It Like Beckham* & *Mischief Night*) will come under scrutiny.

Texts:

Primary sources:

- Smith, Zadie, *White Teeth*. London, 2000.
- Syl, Meera, *Life Isn't All Ha Ha Hee Hee*. London, 1999.

Secondary Sources:

- Dawson, Ashley, *Mongrel Nation: Diasporic Culture & the Making of Postcolonial Britain*. Ann Arbor, 2007.
- Reichl, Susanne / Mark Stein (eds.): *Cheeky Fictions: Laughter and the Postcolonial*. Amsterdam / New York, 2005.
- War, Paul, *Britishness since 1870*. London, 2004.
- Woodward, Kathryn (ed.), *Identity and Difference*. London, 1997.

Another View of Arthur Miller

Dr. E. Hänßgen

We, 11:15 – 12:45

AS Room 116

This course links two periods of Arthur Miller's writing, the sixties and his last works up to his death in 2005. It focuses on the topics of marriage, memory and the Holocaust and compares and contrasts dramatic technique and themes across the decades.

The first unit comprises partially autobiographical plays connected to Miller's marriage with Marilyn Monroe (1956-1961). The first, *After the Fall* (1964), is a memory play about relationships and facing guilt for their failure; the other shows a film crew trying to bring the star back to acting and *Finishing the Picture* (2004). It addresses the human cost of stardom and is loosely based on the disastrous filming of *The Misfits*, the screenplay Miller wrote to establish his then wife as a serious actor.

We then analyse two plays set in the time of Nazi terror: *Incident at Vichy* (1964) and *Broken Glass* (1994). Here, questions of private and public responsibility and ethical values are central. The first play, set in France in 1942, shows the dynamics of a group of detainees awaiting questioning and likely imprisonment; the second illustrates the impact of the 1938 pogrom night on a Jewish couple in Brooklyn.

Texts: Please read the four plays before the beginning of term, using the recommended editions.

- Miller, Arthur. *Plays: Two. The misfits, After the Fall, Incident at Vichy, The Price, The Creation of the World and Other Business, Playing for Time*. Introd. By Arthur Miller. World Classics. London: Methuen Drama, 2009.
- Miller, Arthur. *Plays: Six. Broken Glass, Mr Peters' Connections, Resurrection Blues, Finishing the Picture*. Introd. By Enoch Brater World Classics. London: Methuen Drama, 2009.

Postmodern U.S.-American Fiction

Dr. H. Jakubzik

We, 11:15 – 12:45

AS Room 333

This class will introduce postmodernism, especially the philosophical questions at its core, and their representation in American fiction.

In the first weeks we will illuminate some essential notions of postmodern philosophy, drawn from shorter theoretical texts (Benjamin Whorf, Ihab Hassan, Jean Baudrillard, Jacques Lacan), in order to discuss Don DeLillo's *White Noise* (1985), Paul Auster's *New York Trilogy* (1987), selected short stories, and Robert Altman's movie *Short Cuts* (1993) in their light.

Finally, we will discuss what has happened to the postmodern preoccupation with fictionality (as something that complicates the way to truth) in recent trends of American literature.

Toni Morrison

Dr. P. Löffler

Tu, 09:15 – 10:45

AS Room 110

Toni Morrison's prestige as a literary writer and spokesperson of the African-American community can be explained in a variety of ways as her novels accommodate the needs and interests of different and at times conflicting contemporary groups of readers: the educated middle-class reads Morrison's novels because she is the recipient of the Nobel Prize of literature; the African-American community continues to advertise Morrison's work as the example of a successful writerly career in the face of a predominantly white literary establishment; literary critics within and without the academy have welcomed Morrison's novels as intricate responses to recent cultural memory theories, concepts of literature after postmodernism or popular end-of-history-theories.

Reading four of her most well-known novels (*The Bluest Eye*, *Song of Solomon*, *Beloved*, and *Paradise*), this course will be concerned with Morrison's shifting position as a writer within the contemporary literary scene. We will focus primary attention on stylistic and thematic aspects in her novels (e.g. her (post)modernist expressivism, her reworking of the history of slavery, her concept of 're-memory') and try to relate these aspects to the broader reception of her work before and after the Nobel Prize. Our theoretical readings will include classical accounts of literary postmodernism, cultural memory theories as well as sociological texts on the relation between the academy and the production of literary prestige.

Texts: Please buy and read the following four books by Toni Morrison:

- *The Bluest Eye*, *Song of Solomon*, *Beloved*, and *Paradise*.

A reader with additional texts will be ready for purchase at CopyCorner in the first week of class.

Constructions of the Self: Life Writing and Autobiografiction in Contemporary British Literature and the New Media

E. Redling, Blockseminar

10.01.2013, 18:15 – 19:45 AS Room 108

19.01.2013, 10:00 – 16:00 AS Room 108

26.01.2013, 10:00 – 18:00 AS Room 108

02.02.2013, 10:00 – 18:00 AS Room 108

In the age of blogs and Facebook, with its possibility of posting chronological status updates and creating timelines, everyone can become a writer of the self and immediately have a readership. You can narrate the events of your own life and your experiences at home with your family, at school or work with your colleagues, among your friends or simply your experiences when you are alone, (re)constructing these events from your perspective. Narrating the self has become a wide-spread phenomenon in the new media as well as in the field of contemporary literature, where it has famous antecedents in works such as *Sons and Lovers* by D. H. Lawrence. In this course we will look at some samples of life writing from the Internet and compare them to the ways the contemporary British authors Blake Morrison and Michael Frayn have written about their lives and families, particularly their fathers, in the two acclaimed novels: *And When Did You Last See Your Father?* and *My Father's Fortune*. We will consider the issues involved, especially narration and identity as well as ethical debates, and will also try our own hand at life writing.

Texts: Please buy and read:

- Morrison, Blake. *And When Did You Last See Your Father?*. London: Granta, 1993. (ISBN 978-1862079786)
- Frayn, Michael. *My Father's Fortune: A Life*. London: Faber & Faber, 2010. (ISBN 978-0571270590)

Suggested reading:

- Lawrence, D. H. *Sons and Lovers*. Oxford: Oxford University Press, 2009. (ISBN 978-0199538881)
- Neumann, Birgit, Ansgar Nünning et al. (eds). *Narrative and Identity: Theoretical Approaches and Critical Analyses*. Trier: WVT, 2008.
- Hoffmann, Christian R. *Narrative Revisited: Telling a Story in the Age of New Media*. Amsterdam: Benjamins: 2010.
- Killick, John and Myra Schneider (eds.) *Writing Your Self: Transforming Personal Material*. London: Continuum, 2010.

4.8 Proseminar I Kulturwissenschaft (anwendungsorientiert)/Landeskunde

Course Requirements (unless noted otherwise):

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

A Brief (and Probably Biased) History of Northern Ireland

B. Gaston

Mo, 16:15 – 17:45

AS Room 122

“For God’s sake bring me a large Scotch. What a bloody awful country” – Reginald Maudling M.P. (British Home Secretary), on boarding the plane after his first visit to Northern Ireland.

In fairness to Maudling, the year was 1970 and the Province (as Northern Ireland is sometimes known) had just started on another of its periodic outbreaks of politically and religiously motivated violence. What were euphemistically called ‘The Troubles’ were met with incomprehension by the rest of the world. For most of the locals, however, the matter was quite clear: their side was in the right, the others were all wrong, and why couldn’t anyone else see that?

Beginning with the division of Ireland after the First World War and ending with the most recent peace agreements in 2007, this course will look at the history of Northern Ireland in an attempt to identify how and why such opposing viewpoints arose and what they have led to.

Note: It’s almost impossible to understand Northern Ireland without knowing something of both Irish and British history, so some background knowledge of these would be beneficial. If you can, do a little reading up before the course begins.

Texts: Three general histories worth consulting are:

- Bardon, Jonathan. *A History of Ulster*. 2nd ed. Blackstaff Press Ltd, 2001.
- Mulholland, Marc. *Northern Ireland: a very short introduction*. Oxford: Oxford University Press, 2003.
- Ranelagh, John O’Beirne. *A Short History of Ireland*. 2nd ed. Cambridge University Press, 1995.

However, for my money the best book on Northern Ireland is Martin Fletcher, *Silver Linings* (Little, Brown, 2000).

British Institutions – A History (1835 – 1900)

M. Shiels

We, 11:15 – 12:45

AS Room 122

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

Note: Regular attendance from day one needed: no show, no *Schein*. A 20 minute oral presentation and a four page handout – both in English, of course.

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

Texts: Course materials will be distributed in the sessions.

Consumerism in American Culture

M. Diaconu

We, 16:15 – 17:45

AS Room 112

Starting with Thorstein Veblen's turn of the century concept of "conspicuous consumption" and culminating in the discontent with the state of the "late capitalist" order in the 1960s, consumer capitalism continues to be a sensitive topic to this day. Because it influences and alters cultural values, consumerism is intertwined with some of the major paradigms in the study of American culture, such as individualism, the American Dream, freedom and "the pursuit of Happiness", or the dialectics of dissent and consent. This class is intended as an introduction to the influence of consumerism in American culture. In order to better understand the cultural and historical forces at play we will read two novels that represent the consumerist phenomenon in different historical contexts and at different developmental stages. At the same time, several theoretical texts on the subject of consumer society will provide us with the conceptual framework and terminology necessary for our analysis. Theodore Dreiser's novel *Sister Carrie* will be the starting point for a discussion of late 19th century conceptions of consumption, urbanization, industrialization and social mobility. Moving into the 20th century, the class will focus on postmodern reconfigurations of consumer culture represented in Don DeLillo's *White Noise*. The theoretical texts will be provided on Moodle.

Texts:

- Theodore Dreiser – *Sister Carrie*, Penguin Classics
- Don DeLillo – *White Noise*, MacMillan Picador
- Juliet B. Schor – *The Consumer Society Reader* (selected excerpts)

Shared Histories – Modern Ireland and Germany

D. O'Brien

Th, 11:15 – 12:45

AS Room 122

This cultural studies course will look at the various moments in the last 2000 years where German and Irish history in some way was intersect. The course will deal with an eclectic range of topics from the Celts, who originated in what is now southern Germany and Austria, to the Irish missionaries of the Early Middle Ages, the Irish monks and scholars at the court of the Charlemange, culminating in the flourish of interest in Ireland and all things Celtic (Ossian) in 18th and 19th century Germany, which is reflected in the (travel) literature of the period. In addition, Irish-German relations during the World War will be examined. The course will conclude by looking at post-war Irish-German connections (Böll's *Irishes Tagebuch*), including Irish emigration to Germany in the eighties and popular stereotypes of Ireland and the Irish in in modern-day Germany.

Texts:

- Elsasser, Martin (1997). *Germany and Ireland. 1000 Years of Shared History*. Dublin: Brookside.
- Fischer, Joachim, Gisela Holfter and Eoin Bourke (eds) (1998). *Deutsch-Irische Verbindungen. Geschichte Literatur Übersetzung Irish-German Connections*. History Literature Translation. Trier: Wissenschaftlicher Verlag Trier.
- Hamilton, Hugo (2003). *The Speckled People*. London: Fourth estate. History Ireland Vol.5 No.3 Autumn 1997 Special Issue. Ireland & Germany through the Ages.
- Holfter, Gisela & Hugo Hamilton (2011). *Heinrich Böll and Ireland*. Cambridge: Cambridge Scholars Publishing.
- Ryan, James (2008). *South of the Border*. Dublin: Lilluput Press.

Being Jewish in America – 1654 to present

Dr. S. Bloom

Mo, 09:15 – 10:45

AS Room 115

This course will be concerned with the following subjects: Defining “Jewish”, the religion of American Jews, Anti-Semitism in the United States, American Jews and the Holocaust (Shoah), Jews and American popular culture, the Jewish writer in America, American Jews and Israel, Jews an African-Americans, Jewish-American politics and American Jews and Jewish jokes.

“No where no betta dan yard” – Jamaica’s 50th Anniversary of Independence

P. Helber/W. Beushausen

We, 09:15 – 10:45

AS Room 115

This year, Jamaica, the Caribbean island, famous for Rastafari, reggae and the world’s fastest runners, celebrates its 50th anniversary of independence from the British Empire. In spite of the nation’s slogan “Out of many, one people”, racial discrimination, sexism and a rigid class structure, which is most visible in Kingston’s uptown and downtown division, are still part of Jamaica’s society. These socio-cultural and political conflicts can be directly linked to the heritage of colonialism and plantation slavery.

Jamaican artists criticize existing hierarchies and challenge imbalances of power in their work and performances. The seminar looks at cultural forms of resistance articulated, among others, in women’s writing, dancehall lyrics and visual media.

We will address issues of gender, sexualities and race in literature and popular culture, taking into consideration the island’s (post-)colonial history, recent migration and transnational networks between the Caribbean, North America and Great Britain.

Texts: Please contact p.helber@uni-heidelberg.de or beushausen@uni-heidelberg.de at least a week prior to the first session to receive the text we will discuss in the first session, Deborah A. Thomas “Introduction” to *Modern Blackness: Nationalism, Globalization and the Politics of Culture in Jamaica*. (2004).

A reader will be available at the beginning of the semester.

4.9 Proseminar I Kulturwissenschaft (theoretisch)

Neu: Nur für Studierende nach GymPO als Landeskunde wählbar!

Course Requirements (unless noted otherwise):

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

Theories of American Studies

Dr. P. Löffler

Th, 14:15 – 15:45

AS Room 110

In a very formalist sense, American Studies as an academic discipline may simply be described by its field of inquiry as it is promoted through departmental reading lists, teaching syllabi, the institutional structure of graduate schools or the BA/MA curriculum. Yet as we all know, the efforts to study and critically examine American culture and history from academy-based viewpoints cannot be investigated separately from the set of corresponding meta-critical questions that have consistently been developed to highlight, affirm, or subvert the very idea of American Studies in its thematic scope (*‘What should we read?’*), its methodological frameworks (*‘How should we read?’*), or its political orientation (*“To what particular end should we read?”*). Beginning in what Gerald Graff once called the “early professional era,” the history of American Studies has therefore always also been the history of its own scholarly self-legitimization.

In this class, we will try to pinpoint historically major transitions in the formation of American Studies as we know it today. We will start out with a couple of sessions on the New Critical Period and the simultaneous inception of American Studies at the university during the 1930s and 1940s. In a second step, we will trace the rebuttal of the New Critical legacies along the various political turns of American Studies in the 1960s and 1970s in conjunction with the rise of reader-oriented theory paradigms (e.g. deconstructionism, poststructuralism, reception theory). The last part of this seminar will be dedicated to recent critical interventions in the wake of the Cold War and the idea of a transnational American Studies (The ‘New Americanists’, Globalization Theories, World Literature). Our readings will cover pioneer texts of the ‘Myth and Symbol’ school (Matthiessen, Miller, Smith, Marx), popular revisionist manifestos (Baym, Welter, Tompkins, Gates) and recent critical texts on diversity issues, canon formation and the internationalization of literary and cultural studies (Michaels, Fish, Benhabib, Guillory).

Texts: There will be a course reader available for purchase at CopyCorner in the first week of class.

4.10 Proseminar II Kulturwissenschaft/Landeskunde

Course Requirements (unless noted otherwise):

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

Language and Space

Prof. B. Busse

Tu, 16:15 – 17:45

NUni HS 12a

Description see page 41.

Theories of Language

Dr. M. Isermann

Th, 16:15 – 17:45

AS Room 108

Description see page 41.

Shakespeare's Comedies – Text and Film

Dr. H. Grundmann

Tu, 16:15 – 17:45

AS Room 115

In this class we shall analyse three major comedies by Shakespeare, exploring the topics of love and sexuality and gender politics. We shall also consider the representation of the political and family structures of the Renaissance in their cultural context, including some useful literary theories (e.g. New Historicism). In addition to a close reading of the texts, the viewing and interpretation of 20th century film versions will be emphasised, e.g. Richard Burton's quarrels with Elizabeth Taylor in Zeffirelli's *Taming of the Shrew*, Kenneth Branagh's Version of *Much Ado About Nothing* as well as two versions of *As You Like It*.

Texts: please purchase the Oxford World's Classics editions of:

- *The Taming of the Shrew* (ed. H. J. Oliver, 2008)
- *As You Like It* (ed. Alan Brissenden, 2008)
- *Much Ado About Nothing* (ed. S. P. Zitner, 2008)

Literature and Culture in Eighteenth-Century England

Dr. K. Frank

Th, 11:15 – 12:45

AS Room 110

Description see page 45.

The history of British journalism and its portrayal in contemporary plays

Dr. M. Raab, Blockseminar

04.10.2013 09:00 – 13:00 & 14:00 – 16:00	AS Room 108
05.10.2013 09:00 – 13:00 & 14:00 – 16:00	AS Room 108
08.10.2013 09:00 – 13:00 & 14:00 – 16:00	AS Room 108
09.10.2013 09:00 – 13:00 & 14:00 – 16:00	AS Room 108
10.10.2013 09:00 – 13:00	AS Room 108
11.10.2013 09:00 – 13:00	AS Room 108
12.10.2013 09:00 – 13:00	AS Room 108

British journalism has a long and proud tradition, undermined recently by an unscrupulous tabloid press. Popular newspapers have seen a particularly turbulent year in 2011 with the closures of the *News of the World* after the phone-hacking scandal. The workshop follows the history of the British printed press in the 20th and 21st century from media moguls like Beaverbrook and Northcliffe to Murdoch and Lebedev, as well as developments in BBC radio and television. Sometimes playwrights are accused of producing “mere journalism” without any artistic merit. An interesting subgenre in contemporary English drama, however, is dealing with journalism as a profession. Tom Stoppard’s *Night and Day* already in 1978 raised a number of points which resurfaced in the heated arguments about tabloid ethics last year. A more recent version of the same debate, particularly its legal implications, was at the heart of Steve Thompson’s *Damages*. With *Pravda* Howard Brenton and David Hare reacted to Rupert Murdoch’s takeover of *The Times*. Doug Lucie in *The Shallow End* used a similarly satirical approach and showed how a Sunday paper was “reinvented for the 21st century”. Stephan Poliakoff dealt with BBC radio in the late 1930s. Peter Morgan, well-known for his screenplay for Stephen Frears’ *The Queen*, dramatized David Frost’s famous Nixon interviews from 1974 as *Frost/Nixon* which was later turned into a major Hollywood film.

Note: Please sign up via E-Mail: elke.hiltner@as.uni-heidelberg.de.

Texts: The following plays are required reading:

- Tom Stoppard: *Night and Day* (1978)
- Howard Brenton and David Hare: *Pravda* (1985)
- Doug Lucie: *The Shallow End* (1997)
- Stephen Poliakoff: *Talk of the City* (1998)
- Steve Thompson: *Damages* (2004)
- Peter Morgan: *Frost/Nixon* (2006)

For background information participants should read Nick Davies’ *Flat Earth News. An Award-winning Reporter Exposes Falsehood, Distortion and Propaganda in the Global Media*, Vintage books, London 2009, £8,99.

Black and Asian British Writing in Poetry and Prose

Dr. C. Lusin

Tu, 16:15 – 17:45

AS Room 113

Description see page 28.

Postcolonial Britain: History, Theory and Cultural Practices

PD Dr. B. Hirsch

Tu, 16:15 – 18:45

AS Room 113

Description see page 29.

Star Trek: Rewriting the Past in the Future

C. Burmedi

Mo, 09:15 – 12:45

AS Room 110

The *Star Trek* phenomenon now spans five television series and eleven movies (with a highly anticipated 12th movie in production now) over four decades. But beyond being a pop-culture icon in its own right, *Star Trek* has continually grappled with contemporary issues in American society. By creating a Utopian, futuristic world, Roddenberry and his successors were able to boldly explore controversial social and political themes in a non-threatening setting. In this seminar we will focus on episodes in which *Star Trek* grapples with (and tries to make amends for?) the Vietnam War, racism, and America's treatment of its indigenous population.

New Nigerian Writing

M. Loimeier

Fr, 09:15 – 10:45

AS Room 112

At the moment, the Nigerian literary scene seems to be one of the – if not the – most vibrant one on the sub-Saharan African continent. Authors like Chimamanda Ngozi Adichie, Sefi Atta, or Helon Habila are endorsing this assumption. Furthermore, the Commonwealth Writers prize for the Best First Book, Africa Region, mostly went to Nigerian authors during the last years. *I Do Not Come to You By Chance* by Adaobi Tricia Nwaubani was awarded in 2010, *Say You're One of Them* by Uwem Akpan in 2009, *Imagine This* by Sade Adeniran in 2008, *Purple Hibiscus* by Chimamanda Ngozi Adichie in 2005, *Waiting for an Angel* by Helon Habila in 2003. This year Ngozi Achebe, the niece of legendary African writer Chinua Achebe, is continuing her family's legacy with her debut novel *Onaedo: The Blacksmith's Daughter*. Enough reason to cast an eye on these promising authors.

Note: Research in African Literatures, search under <http://muse.jhu.edu> for author's names.

Texts: Following texts will be dealt with:

- Ngozi Achebe: *Onaedo: The Blacksmith's Daughter*
- Sade Adeniran: *Imagine This*
- Chimamanda Ngozi Adichie: *Purple Hibiscus*; *Half of a Yellow Sun*; *The Thing Around Your Neck*
- Uwem Akpan: *Say You're One of Them*
- Sefi Atta: *Everything Good Will Come*; *News From Home*; *Swallow*
- Helon Habila: *Waiting for An Angel*; *Measuring Time*; *Oil on Water*
- Adaobi Tricia Nwaubani: *I Do Not Come to You By Chance*

5. Hauptseminare

5.1 Hauptseminar Sprachwissenschaft

Course Requirements (unless noted otherwise):

Regular attendance and participation, oral presentation, course preparation and homework assignments, oral presentation and term paper.

Language and Space

Prof. B. Busse

Tu, 16:15 – 17:45

NUni HS 12a

There seems to be a general consensus that and time are the most determining factors causing variation and change, and not just in language. This course examines the interrelations between language use and the creation of spaces and places of interaction, both past and present. We will study some of the recent and more traditional approaches, models and methodologies in the field, including sociolinguistic and geolinguistic studies, studies from anthropology and human geography. One focus will be on the study of urban places and how these are created, represented, evaluated, described and perceived in a variety of urban discourses.

Students who would like to participate in this class are advised to attend the international USRN Symposium on **> City and Belonging < Negotiating Mobility and Sense of Place in Urban Discourse**, which will take place at Ruprecht-Karls-Universität, Heidelberg, from 4th to 6th October 2012 (organisers: Prof. Dr. Beatrix Busse and Prof. Dr. Ingo H. Warnke (Bremen), www.usrn.de).

Texts: Readings will be uploaded on Moodle.

Theories of Language

Dr. M. Isermann

Th, 16:15 – 17:45

AS Room 108

Following a brief historical survey of the development of linguistic theories since antiquity, we will deal with three major linguistic schools of thought that have informed linguistic work in the 20th and 21st centuries: Structuralism, Generative Linguistics, and Cognitive Linguistics. The seminar will keep clear of technicalities. The focus is on very general points such as the function(s) of language (communicative or cognitive), the locus of language (the brain, society, physical space, the mind), the role of the language user(s), the accessibility of language to the linguist, and similar factors. We will learn that one cannot opt for just any collection of these factors and build a theory around it.

Participants are expected to post weekly statements on Moodle.

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

Language and History in Anglo-Saxon England

Prof. J. Insley

Mo, 14:15 – 15:45

AS Room 116

It is important to realize that the linguistic development of Old English is inextricably bound to the external history. This is especially true in times of upheaval, such as the Anglo-Saxon conquest of the former Roman province of Britannia or the Viking invasions. We will begin by examining the series of phonological changes which marked the emergence of Old English from its North-West Germanic parent in the period 300 – 600 AD. A major part of the seminar will be devoted to the linguistic contact between Old English on the one side and Latin, British and Old Scandinavian on the other. This will involve intensive analysis of lexical and onomastic evidence. In particular, the place-name evidence will be investigated in some detail. Place-names and their typologies are prime sources for linguistic developments and for historical processes and must be used as such. A second major area of interest will be the development of an Old English literary standard in the 10th century in the context of the Benedictine reform movement and the achievement of political unity under the house of Wessex. The course will be rounded off by an analysis of the linguistic consequences of the Norman Conquest.

Texts: For the historical background, students should read:

- Simon Keynes, 'England, 700 – 900', in: *The New Cambridge Medieval History*, vol. II, ed. Rosamond McKitterick (Cambridge, 1995), 18-42.
- Simon Keynes, 'England, 900 – 1016', in: *The New Cambridge Medieval History*, vol. III, ed. Timothy Reuter (Cambridge, 1999), 456-484.

The best introduction to the place name evidence is:

- Margaret Gelling, *Signposts to the Past: Place-Names and the History of England* (London, 1978; 2nd ed., Chichester, 1998).

Place-names in the English-speaking world

Prof. B. Glauser

Fr, 09:15 – 10:45

AS Room 115

Many British place-names date back to a time about which there is little precise knowledge. They are therefore an important source of evidence for historians, linguists and geographers alike if it is possible to understand the forms that lie at the root of the present-day spellings and pronunciations. With the place-names of the former British colonies, we are on slightly safer ground, but the challenges remain basically the same. The aim of this Seminar is thus to get familiar with techniques and results of English place-name research, and papers will be invited covering both fields.

Texts: By way of introduction please read Sir William Addison's *Understanding English place-names* (London, 1978).

Gender and Language Use

Dr. S. Mollin

Tu, 11:15 – 12:45

AS Room 113

Are women chatterboxes while men only talk when they absolutely need to? Do women master colour terms better while men generally have a larger vocabulary? And do women conform more to the standard language while men prefer the non-standard? These are well-known stereotypes that have been reiterated over decades or even centuries. In our seminar, we will consider the empirical linguistic evidence on such issues. The questions to be answered will be the following:

- Do men and women talk differently?
- If so, in which ways?
- And: How come?

For a theoretical foundation we will discuss gender theories in general, beginning with the dominance and difference approaches, and ending with constructivist frameworks. Related topics covered will be talk in same-sex groups, talk among couples, homosexual talk as well as workplace and classroom communication between the genders.

Note: Please sign up via E-Mail: sandra.mollin@as.uni-heidelberg.de.

Texts:

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

Emotions: language and conceptualization

Prof. Z. Kövecses

Th, 18:15 – 19:45

AS Room 113

Emotion language is regarded in many disciplines, ranging from neuroscience through psychology to linguistics, as involving a small number of terms that are used to directly refer to particular emotions. Similarly, the conceptualization of emotions is taken to derive from such relations between emotion terms and independently existing emotions. This simplistic picture of emotion language and the conceptualization of emotions have been challenged in recent decades.

We begin the course by surveying theories of emotion language. We will offer a new theory that is based on the special role of figurative language in the conceptualization of emotions. We will suggest that chief among the figurative devices in a larger number of cultures is the metaphor of FORCE. We will also compare emotion language with the language used for related phenomena, and look at emotion language in a variety of cultures and languages. This comparison will enable us to see large differences in the conceptualization of emotions across cultures.

Note: Please sign up via E-Mail: anmeldung.kovecses@googlemail.com.

Texts:

- Zoltán Kövecses (2000/2003). *Metaphor and Emotion*. New York: Cambridge University Press.

Language in Computer-Mediated Communication and Modern Media

PD Dr. O. Traxel

Fr, 11:15 – 12:45

AS Room 333

Recent developments in the field of computers have had a large impact on language in both form and usage. The rise of the internet has resulted in new types of communication, such as E-Mails, forums, chat rooms, online games etc., which often display innovative graphemes, spellings, word formations and syntax. This seminar examines the emergence and usage of such features and also pays attention to sociolinguistic factors and discourse analysis, for example, in text messaging and netspeak.

Universality and variation in metaphorical conceptualization

Prof. Z. Kövecses

Fr, 11:15 – 12:45

AS Room 112

Cognitive linguists have overemphasized the universality of some of the metaphorical structures that they found, and they ignored the many cases of nonuniversality in metaphorical conceptualization. This situation presents cognitive linguists and cognitive scientists working on metaphor with a challenge: Can the cognitive linguistic view of metaphor simultaneously explain both universality and diversity in metaphorical thought?

This course has a unique focus, in that it explores the issue of how and why conceptual metaphors are both universal and culture-specific. We will explain how this is possible by answering a number of additional questions, including the following:

1. How do metaphors vary within (not just across) a culture?
2. Do metaphors vary from person to person, and if they do, how?
3. What are the causes of metaphor variation?
4. What is the relationship between cross-cultural metaphor variation and translation?
5. Are particular cultures characterized, or can they at all be characterized, by particular metaphors that “dominate”, or are characteristic of, a particular culture?
That is to say, are there any cultural “master” metaphors?

We will argue on the basis of a wide range of data that the cognitive linguistic view of metaphor can provide reasonable answers to such questions, though it needs to be modified, revised, and supplemented in several ways.

Note: Please sign up via E-Mail: anmeldung.kovecses@googlemail.com.

Texts:

- Zoltán Kövecses (2005). *Metaphor in Culture. Universality and Variation*. New York: Cambridge University Press.

5.2 Hauptseminar Literaturwissenschaft

Course Requirements (unless noted otherwise):

Regular attendance and participation, oral presentation, course preparation and homework assignments, oral presentation and term paper.

Renaissance Tragedies

Prof. P. Schnierer

Mo 14:15 – 15:45

AS Room 112

We will cover the entire range of Renaissance tragedy from early attempts at domestic tragedy via the great tragedies of character and/or fate by Marlow and Shakespeare to the intensive revenge tragedies of the Jacobean. Participants are expected to acquire and read copies of *Arden of Feversham*, Thomas Kyd's *The Spanish Tragedy*, Christopher Marlowe's *Edward II*, William Shakespeare's *Romeo and Juliet*, *King Lear* and *Antony and Cleopatra* and Thomas Middleton's (or Cyril Tournier's ?) *The Revenger's Tragedy*.

Note: You can register an interest in this class from the moment you read this until 31st of August: just send me an E-Mail to pps@urz.uni-heidelberg.de. The next steps will comprise an affirmation of interest, a short paper stating your research plans, proof of successful participation in a PS II, and attendance at the first meeting. I will offer a place to all who comply with these requirements.

Literature and Culture in Eighteenth-Century England

Dr. K. Frank

Th, 11:15 – 12:45

AS Room 110

In the 18th century, a variety of fundamental changes took place in English society, economics, and politics. Modern forms of capitalism and finance were established, social structures were redefined as the middling ranks grew in power and self-confidence, and questions concerning truth, knowledge, transcendence and the moral right to power were discussed in new ways that challenged well-established doctrines and authorities. In short, it was the beginning of modernity, where many structures of thinking and social behaviour were set up that continue to shape life in England until today.

Coinciding with and inspired by these changes, new literary forms and poetological ideas were developed and spread, which engaged with prevalent philosophical, theological and social questions.

In this seminar, we will trace these changes and new beginnings in seminal literary, philosophical and journalistic texts of the time.

Note: Please sign up via E-Mail: Kerstin.Frank@as.uni-heidelberg.de.

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

General introductory reading:

- Paul Goring, *Eighteenth-Century Literature and Culture* (London; New York: Continuum, 2008)

James Joyce: Major Works

PD Dr. B. Hirsch

Tu, 11:15 – 12:45

AS Room 115

Not exactly a writer prone to false modesty, James Joyce famously declared to have put so many enigmas in *Ulysses* ‘that it will keep the professors busy for centuries arguing over what I meant’. With hindsight it would seem that the authors often quoted statement may well have contributed to the novel’s reputation of being highly influential but hardly accessible, if not altogether impenetrable.

Intended to overcome the widespread reservations resulting from such preconceptions, this seminar is mainly dedicated to a close reading of Joyce’s 1922 masterpiece, but will also touch upon his earlier works *Dubliners* and *A Portrait of the Artist as a Young Man*. In doing so we shall follow Derek Attridge’s advice that to ‘emphasize the pleasures of reading Joyce ... is where any introduction to his work must begin’.

Note: Please sign up via E-Mail: bernd.hirsch@as.uni-heidelberg.

Texts: All participants are expected to have read *Ulysses* by the beginning of term.

Primary sources:

- Joyce, James, *Ulysses*. Penguin Modern Classics edition.
- --, *Dubliners*. Oxford World’s Classics edition.
- --, *A Portrait of the Artist as a Young Man*. Oxford World’s Classics edition.

Secondary sources:

- Attridge, Derek (ed.), *The Cambridge Companion to James Joyce*.
- Blamires, Harry, *The New Bloomsday Book: A Guide through “Ulysses”*.
- Gifford, Don, *“Ulysses” Annotated*.
- Kiberd, Declan, *“Ulysses” and Us: The Art of Everyday Living*.

The History of Reading

Prof. G. Leypoldt

Mo, 16:15 – 17:45

AS Room 112

Der Akt des Lesens steht seit längerem im Zentrum literaturwissenschaftlicher Analysen. Durch den Einfluss der bereits in den 1960er Jahren in Deutschland und den USA entstandenen Rezeptionsästhetiken bzw. „Reader-Response“ Theorien ist die Kategorie des Lesers zu einer Schlüsselkomponente literarischer Sinnproduktion avanciert, die gegenüber dem „Werk“ oder dem „Autor“ deutlich aufgewertet wurde. Während jedoch klassische Rezeptionsästhetiken den Leser oft nur als abstrakte Kategorie betrachten, die primär der theoretischen Bestimmung des literarischen Kommunikationsprozesses dient, hat sich in jüngerer Zeit ein stärkeres Interesse an historischen Lesern und deren Lektürepraktiken entwickelt. Entsprechend kennzeichnet sich das Feld der *History of Reading* bzw. *History of the Book* durch den Versuch, die Theorie des Lesens mit der komplexen Empirie geschichtlicher Lesekulturen zu verbinden. Dieses Seminar – das sowohl für Studierende im Hauptstudium wie auch als Forschungskolloquium konzipiert ist – widmet sich der Geschichte des Lesens mit Schwerpunkt auf amerikanische und britische Lesekulturen. Relevante Fragestellungen betreffen z.B. die historische Vielfalt von Lesepraktiken (wie unterscheidet sich etwa die Lektürepraxis eines mittelalterlichen Mönchs von der einer adeligen Vertreterin der englischen Renaissance? Wann wird lautes von stillem Lesen abgelöst? Wie liest man im Bürgertum des 18. Jahrhun-

derts, im Gegensatz zur amerikanischen Frontier in der Revolutionszeit? Wie verhält sich die Praxis des Lesens zur Praxis des Alltags?) sowie die Frage der Bewertung und des Prestiges verschiedener Leseformen (wie unterscheiden sich „professionelle“ von „Laienlesern“? Welche Lesehaltungen erhalten besondere Legitimität bzw. welche institutionellen Orte tragen maßgeblich zum Prozess der Legitimation bei? Wie verändert sich die Unterscheidung von ‚guten‘ und ‚schlechten‘ Lesern durch die Jahrhunderte?).

Note: Anmeldung per E-Mail bis zum 15.08.2012: leypoldt@as.uni-heidelberg.de.

Texts: Alle Texte werden im Laufe der Semesterferien auf einer Moodle Plattform zugänglich gemacht. Zur Einführung bzw. ersten Orientierung empfehlen sich etwa:

- Towheed et al., *The History of Reading: A Reader* (Routledge, 2011)
- Covallo/Chartier, *The History of Reading in the West* (Polity, 1999)
- Catherine Davidson, *Reading in America: Literature and Social History* (Johns Hopkins UP, 1989).

Getting Out of the Cage: Theories of Modernization and the Contemporary American Novel

Prof. D. Schloss

Th, 14:15 – 15:45

AS Room 112

The American and French Revolutions promised to place human society on an entirely new footing: The idea was that democracy would do away with the authoritarian rule prevalent in earlier societies; in the new system, order was seen as emerging ‘spontaneously’ out of the processes of social and economic life rather than being imposed from above. Modern sociologists such as Max Weber, however, have taught us to be skeptical of the view of democracy as a quasi-spontaneous process; they consider democratic capitalism not as an entirely new political and socio-economic system, but as the latest stage of an ongoing process of societal modernization. In this process, restraints have not disappeared, but gradually turned into ‘self-restraints’; in fact, Weber’s view, the civilizing pressures to which the individual has been subjected in modernity have increased rather than decreased – an assessment which is reflected in Weber’s indictment of modern society as an ‘iron cage’ (“ein stahlhartes Gehäuse”). More recently, thinkers such as Michael Foucault and Jean Baudrillard have elaborated on the role of culture in this process of modernization. In their view, literature, film, television, and music, while ostensibly providing a release from the pressures of modern life, streamline and discipline populations.

Novelists have always had a particular interest in social life and in social processes; indeed, quite a number of 19th century fiction writers considered themselves as sociologists in disguise. In the last two decades, American writers seem to have rediscovered society as a field of interest. However, unlike their 19th century predecessors, they are not interested in issues of class (or race) nor do they try to uncover forms of social or economic exploitation. Instead, they practice a new form of social analysis or ‘cultural criticism’ – namely one which explores the effects of modernization along the lines developed by the social theorists mentioned above. In fact, many of these writers portray human individuals places in the ‘cage’ of modern or post-modern civilization. While at first sight protagonists such as the anonymous narrator of Chuck Palahniuk’s *Fight Club* seem to be perfect examples of the free modern individual, a closer look reveals that their emotions and actions are subjected to various social and cultural restraints. Consciously or unconsciously, many protagonists are looking for ways of getting out of the cage – frequently by resorting to acts of violence. By depicting these efforts,

the novelists not only portray a desperate search for authenticity – for a life beyond the iron cage –, but they also shed light on the civilizing pressures human beings are subjected to in modernity.

In this course, we will read novels by Bret Easton Ellis, Chuck Palahniuk, Don DeLillo, and Cormac McCarthy together with essays from social philosophers such as Max Weber, Norbert Elias, Theodor W. Adorno, Michael Foucault, and Jean Baudrillard and consider how the sociological and literary discourses throw light on each other.

Note: For a Schein, regular attendance (1 CP), regular homework assignments (1 CP), a presentation (2 CP) and a term paper (4 CP) is needed.

Texts: Please read these texts before the semester starts:

- Bret Easton Ellis, *American Psycho* (1991; Vintage pb.)
- Chuck Palahniuk, *Fight Club: A Novel* (1996; Norton pb.)
- Don DeLillo, *Cosmopolis* (2003; MacMillan pb.)
- Cormac McCarthy, *No Country for Old Men* (2005; Vintage pb.)

A collection of sociological texts will be made available on Moodle.

6. Examensvorbereitung / Kolloquien

6.1 Sprachwissenschaft

The Structure of Present-Day English

Dr. M. Isermann

Tu, 18:00 – 19:30

AS Room 108

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.

Note: Please sign up on the list on my door (325). 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.

There will be an one-hour Übung accompanying the course on Fridays, 11 – 12, and, possibly, another one to be arranged in class.

Texts: A reader is available at the CopyCorner by the beginning of term.

Examenskolloquium

Prof. B. Busse

Tu, 14:15 – 15:45

NUni HS 12a

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

Research Colloquium

Prof. B. Busse

Tu, 13:00 – 14:00

AS Room 112

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.

Colloquium for exam candidates

Prof. B. Glauser

Tu, 16:15 – 17:45

AS Room 114

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.

Note: StaatsexamenskandidatInnen Anglistik 2013.i

Middle English Repetitorium (fortnightly)

Prof. J. Insley

Tu, 14:15 – 15:45

AS Room 112

This course is aimed primarily at examination candidates who need a refresher course in historical linguistics. Its prime concern is with Middle English, though more general themes in the history of English, such as the standardization or the spread of English, will be touched upon. Middle English morphology and phonology will be examined and some attention will be devoted to the question of borrowing from French and Scandinavian. The emergence of an English standard at the end of the Middle will also be dealt with.

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

6.2 Sprachpraxis

Translation into English

K. Henn

Mo, 16:15 – 17:45

AS Room 108

D. O'Brien

Tu, 11:15 – 12:45

AS Room 108

The 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. This course will conclude with a mock exam.

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

Registration is via SignUp.

6.3 Literaturwissenschaft

Preparing for the Final Exam

Prof. D. Schloss

Tu, 16:15 – 17:45

AS Room 333

Das Kolloquium besteht aus 8 doppelstündigen Sitzungen und dient der Vorbereitung der mündlichen und schriftlichen Magister- und Staatsexamensprüfungen mit einem Schwerpunkt in der Amerikanistik. Anhand früherer Klausurtexte wird die schriftliche Prüfung geübt. Darüber hinaus orientiert sich die Diskussion an den Schwerpunktthemen der Teilnehmer für die mündliche Prüfung. Der Termin der ersten Sitzung wird Anfang des Wintersemesters bekannt gegeben.

Note: Anmeldung bitte per E-Mail an dietmar.schloss@urz.uni-heidelberg.de.

Colloquium for Examinees

PD Dr. B. Hirsch

We, 11:15 – 12:45

AS Room 115

Ziel dieser Veranstaltung ist die Vermittlung von Hilfestellungen in der Endphase Ihres Studiums. Dabei wird u.a. zu klären sein, was relevante Fragestellungen für Magister- und Staatsexamensarbeiten sind und wie diese sinnvollerweise strukturiert sein sollten. Ein weiteres Augenmerk gilt der Auswahl geeigneter Prüfungsthemen und der Diskussion von Strategien im Zuge der persönlichen Prüfungsvorbereitung. Den Abschluss des Kolloquiums bilden einige mock exams.

Note: Anmeldung bitte in der Sprechstunde oder per E-Mail an bernd.hirsch@as.uni-heidelberg.de.

Examenskolloquium

Prof. P. Schnierer

Th, 11:15 – 12:45

AS Room 114

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 Ihrer Prüfungsthemen.

Note: Anmeldung ab sofort per E-Mail pps@urz.uni-heidelberg.de.

7. Sprachpraxis

7.1 Pronunciation Practice

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” (*description see page 13*), 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”.

Pronunciation Practice British English

A. Benner	Tu, 08:15 – 09:00	ZSL 320
A. Benner	Tu, 09:15 – 10:00	ZSL 320
A. Benner	Tu, 10:15 – 11:00	ZSL 320
A. Benner	Tu, 11:15 – 12:00	ZSL 320
N. Seitz	Tu, 12:15 – 13:00	ZSL 320
N. Seitz	Tu, 13:15 – 14:00	ZSL 320
N. Seitz	Tu, 14:15 – 15:00	ZSL 320
N. Seitz	Tu, 15:15 – 16:00	ZSL 320

Pronunciation Practice American English

S. Isaak	Th, 12:15 – 13:00	ZSL 320
S. Isaak	Th, 13:15 – 14:00	ZSL 320
S. Isaak	Th, 14:15 – 15:00	ZSL 320
S. Isaak	Th, 15:15 – 16:00	ZSL 320
S. Isaak	Th, 16:15 – 17:00	ZSL 320
S. Isaak	Th, 17:15 – 18:00	ZSL 320

Note: You have to sign up online for **either** British English or American English.

You will lose your place in this course if you do not attend the first session (N.B.: courses start in the 1st week of the semester).

7.2 Grammar/Tense and Aspect

Course requirements:

Regular attendance, homework time, exam.

K. Henn	Mo, 14:15 – 15:45	AS Room 108
C. Burmedi	Tu, 09:15 – 10:45	AS Room 122
K. Pfister	Tu, 09:15 – 10:45	AS Room 115
K. Henn	Tu, 14:15 – 15:45	AS Room 122
K. Henn	Tu, 16:15 – 17:45	AS Room 122
D. O'Brien	We, 09:15 – 10:45	AS Room 122
K. Pfister	Th, 09:15 – 10:45	AS Room 115
K. Pfister	Th, 11:15 – 12:45	AS Room 115
K. Pfister	Fr, 09:15 – 10:45	AS Room 116

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

7.3 Grammar/Tense and Aspect for Repeat Students

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

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

7.4 Writing/Essential Skills for Writing

Course requirements:

Regular attendance, homework time, exam.

W. Ledbetter	Mo, 09:15 – 10:45	AS Room 113
W. Ledbetter	Mo, 11:15 – 12:45	AS Room 113
D. O'Brien	Tu, 09:15 – 10:45	AS Room 116
K. Henn	Tu, 11:15 – 12:45	AS Room 112
W. Ledbetter	Th, 09:15 – 10:45	AS Room 110
K. Henn	Th, 11:15 – 12:45	AS Room 108
D. O'Brien	Fr, 11:15 – 12:45	AS Room 116

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

Note: New LA students should have passed Tense & Aspect to register for this course! 75% BA students are advised to take Tense & Aspect before registering for this course.

7.5 Translation into English/Structure and Idiom

Course requirements:

Regular attendance, homework time, exam.

K. Pfister	Mo, 11:15 – 12:45	AS Room 116
A. Mau	Mo, 14:15 – 15:45	AS Room 110
B. Gaston	We, 14:15 – 15:45	AS Room 108
B. Gaston	We, 16:15 – 17:45	AS Room 108
A. Mau	Fr, 09:15 – 10:45	AS Room 113
A. Mau	Fr, 11:15 – 12:45	AS Room 113

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

7.6 English in Use

KISS – Presentation Skills

Course requirements:

Basic PowerPoint/Keynote knowhow.

Two 5-minute presentations, one 15-minute end-of-term presentation

K. Gunkel

Fr, 08:30 – 10:00

AS Room 108

KISS (Keep It Short and Simple) aims at developing your confidence and clarity when delivering presentations in English for the university setting. You will learn phrases typically used to get started, to make transitions, to refer to slides, and to end your presentation effectively. You will learn also how to apply powerful presentation techniques for emphasizing your point, such as Aristotle's Rules of Three, for being more effective with less information on the slides, and for keeping your audience engaged.

Effective Meetings and Moderation Techniques in English

Course requirements:

Participants are expected to chair a mock meeting, moderate a mock conference, and give constructive impromptu feedback to their fellow students. Please bring your own laptop or ipad, if possible.

K. Gunkel

Th, 11:15 – 12:45

AS Room 333

Effective communication, mediation and negotiation skills have become vital factors in our professional lives. With thorough preparation and convincing arguments, well presented to your audience, you can achieve your goals with greater ease. As a meeting or conference moderator, your goal is to effectively achieve structured and documented results during your meetings. Would you like to utilize the competence of all the participants in a meeting and to foster a productive atmosphere, even in an international environment? Then, this seminar is for you.

Vocabulary and Idiom

Course requirements:

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

D. O'Brien

Th, 09:15 – 10:45

AS Room 122

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

Texts: There is no set course book.

A good up-to-date learner's dictionary (Longman DCE, OALDE, Collins COBUILD etc.) will be essential for class work.

7.7 Advanced Writing/Academic Essay Writing

Course requirements:

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

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

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

New 75% BA: Essential Skills for Writing (Tense and Aspect recommended).

New 50% BA: Essential Skills for Writing.

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

Old 50% BA: Phonetics, Grammar, Writing.

K. Zawatzky	Mo, 09:15 – 10:45	AS Room 116
K. Zawatzky	Mo, 11:15 – 12:45	AS Room 114
W. Ledbetter	Mo, 14:15 – 15:45	AS Room 113
C. Sweeney	Mo, 14:15 – 15:45	AS Room 115
W. Ledbetter	Mo, 16:15 – 17:45	AS Room 113
C. Sweeney	Mo, 16:15 – 17:45	AS Room 115
B. Gaston	Tu, 09:15 – 10:45	AS Room 114
B. Gaston	Tu, 14:15 – 15:45	AS Room 114
B. Kujath	We, 11:15 – 12:45	AS Room 114
B. Kujath	We, 14:15 – 15:45	AS Room 114
B. Kujath	We, 16:15 – 17:45	AS Room 114
D. Stewart	Th, 09:15 – 10:45	AS Room 114
D. Stewart	Th, 11:15 – 12:45	AS Room 113

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.

7.8 Stylistics/Grammar and Style II

Course requirements:

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

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

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

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

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

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

Old 50% BA: Phonetics, Grammar, Writing.

Note: Students who have failed Grammar and Style 2 or Text Types (regardless of the course title/instructor) in a previous semester must enroll via E-Mail (to carolyn.burmedi@as.uni-heidelberg.de) for Grammar and Style 2 for Repeat Students, which appears under “Sonstiges” in SignUp.

Text Types: Exposition and Argumentation

B. Gaston	Mo, 14:15 – 15:45	AS Room 114
D. Stewart	Tu, 09:15 – 10:45	AS Room 108
D. Stewart	Tu, 11:15 – 12:45	AS Room 110
D. O’Brien	Tu, 16:15 – 17:45	AS Room 116
K. Henn	Th, 14:15 – 15:45	AS Room 122

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

Text Types: Description and Narration

B. Gaston	Mo, 09:15 – 10:45	AS Room 114
C. Burmedi	Th, 09:15 – 10:45	AS Room 116
C. Burmedi	Th, 11:15 – 12:45	AS Room 116

The intention of this course is to enable students to understand and produce descriptive and narrative texts. We will start with description, focusing 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. In order to illuminate these principles, text such as hymns, fables, fairy tales, ballads and short stories will be examined, translated and produced throughout the semester.

7.9 Grammar and Style 2/Stylistics/Text Types for Repeat Students

C. Burmedi

Tu, 11:15 – 12:45

AS Room 122

Students who have failed Text Types or Grammar and Style 2 (regardless of the course title or instructor) in a previous semester **must** register for this course!

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.

7.10 Exposition and Argumentation

Course requirements:

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

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

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

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

Note: 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 58.

B. Gaston	Mo, 14:15 – 15:45	AS Room 114
D. Stewart	Tu, 09:15 – 10:45	AS Room 108
D. Stewart	Tu, 11:15 – 12:45	AS Room 110
D. O’Brien	Tu, 16:15 – 17:45	AS Room 116
K. Henn	Th, 14:15 – 15:45	AS Room 122

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

7.11 Description and Narration

Course requirements:

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

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

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

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

Note: 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 58.

B. Gaston	Mo, 09:15 – 10:45	AS Room 114
C. Burmedi	Th, 09:15 – 10:45	AS Room 116
C. Burmedi	Th, 11:15 – 12:45	AS Room 116

The intention of this course is to enable students to understand and produce descriptive and narrative texts. We will start with description, focusing 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. In order to illuminate these principles, text such as hymns, fables, fairy tales, ballads and short stories will be examined, translated and produced throughout the semester.

7.12 Translation II (E-G)

Course requirements:

Regular attendance, active participation, homework assignments, a group project, a final exam.

K. Gunkel	We, 09:15 – 10:45	AS Room 333
K. Gunkel	Th, 08:30 – 10:00	AS Room 333

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

7.13 Advanced English in Use

Latin Elements in English

D. Stewart

Th, 14:15 – 15:45

AS Room 116

Latin has been a major source of and influence on the vocabulary of English throughout its history, starting with calques in Old English, such as *undersittan* (L. *subsistere*) and *mildheortnes* (L. *misericordia*), moving on to Latinisms and borrowings in Middle English (which were often Gallicized), and finally providing roots and affixes for new coinages in Modern English.

This course will provide a systematic introduction to the principles of word analysis, synthesis, and pronunciation for English words of Latin origin. This is a hands-on course, and homework will be assigned on a weekly basis. Grades will be based on a series of in-class quizzes.

Text Types: Exposition and Argumentation

Course requirements:

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

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

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

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

Note: 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 58.

B. Gaston

Mo, 14:15 – 15:45

AS Room 114

D. Stewart

Tu, 09:15 – 10:45

AS Room 108

D. Stewart

Tu, 11:15 – 12:45

AS Room 110

D. O'Brien

Tu, 16:15 – 17:45

AS Room 116

K. Henn

Th, 14:15 – 15:45

AS Room 122

Description see page 58.

Text Types: Description and Narration

Course requirements:

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

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

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

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

Note: 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 58.

B. Gaston	Mo, 09:15 – 10:45	AS Room 114
C. Burmedi	Th, 09:15 – 10:45	AS Room 116
C. Burmedi	Th, 11:15 – 12:45	AS Room 116

Description see page 58.

Translation II (E-G)

Course requirements:

Regular attendance, active participation, homework assignments, a group project, a final exam.

K. Gunkel	We, 09:15 – 10:45	AS Room 333
K. Gunkel	Th, 08:30 – 10:00	AS Room 333

Description see page 61.

Advanced translation into English

P. Bews	Th, 16:15 – 17:45	AS Room 112
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This course is intended for students who will be taking their *Staatsexamen* final exams in two or three semesters and would like to practice 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.

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

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

8. Fachdidaktik

Course requirements:

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

Das Lehrwerk – lerntheoretische und methodisch-didaktische Grundlagen

H. Mußmann	Mo, 16:15 – 17:45	AS Room 110
H. Mußmann	Mo, 18:00 – 19:30	AS Room 110
I. Sikora-Weißling	Th, 14:15 – 15:45	AS Room 115
I. Sikora-Weißling	Th, 16:15 – 17:45	AS Room 115

I. Sikora-Weißling	Blockseminar:	
	Fr, 12.10, 14:00 – 18:00	AS Room 110
	Sa, 13.10, 09:00 – 17:00	AS Room 110
	Fr, 19.10, 14:00 – 18:00	AS Room 110
	Sa, 20.10, 09:00 – 17:00	AS Room 110

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 der vielen 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 der Erwerb von Lexik und Grammatik. Lehrwerke werden unter fachdidaktischen Kriterien untersucht und evaluiert, ihr Wert für den gymnasialen Unterricht praktisch erforscht.

Note: Eine Sitzung wird durch einen Unterrichtsversuch an einer Schule der Region ersetzt. Da diese Veranstaltung der Vorbereitung des Praxissemesters dient und mit diesem curricular eng verzahnt ist, wird dringend angeraten, sie vor dem Praxissemester zu besuchen.

Texts: Lehrwerke werden gestellt.

9. Ethisch-Philosophisches Grundstudium

Black and Asian British Writing in Poetry and Prose

Dr. C. Lusin

Tu, 16:15 – 17:45

AS Room 113

Description see page 28.

Another View of Arthur Miller

Dr. E. Hänßgen

We, 11:15 – 12:45

AS Room 116

Description see page 30.

Constructions of the Self: Life Writing and Autobiografiction in Contemporary British Literature and the New Media

E. Redling, Blockseminar

10.01.2013, 18:15 – 19:45

AS Room 108

19.01.2013, 10:00 – 16:00

AS Room 108

26.01.2013, 10:00 – 18:00

AS Room 108

02.02.2013, 10:00 – 18:00

AS Room 108

Description see page 32.

10. Sonstiges

Creative Writing

P. Bews

Th, 18:15 – 19:45

AS Room 112

Everyone who enjoys writing, and is willing to write, in English, whether short stories, poems, filmscripts, or plays, is welcome.

You will also be expected to comment on the writing of others in the group and, preferably, to adjourn to a local pub to continue the discussions.

Language Reading Group

Dr. F. Polzenhagen

Fr, 11:00 – 12:30

AS Room 114

Die Language Reading Group ist ein offenes Diskussionsforum für Studierende, die sich für Fragen zu Sprache und Kognition interessieren. Einmal die Woche besprechen wir einen ausgewählten Text, in dem Sprache als ein kognitives Phänomen aufgefasst und behandelt wird. Im Zentrum stehen Fragen wie:

- Wie lernen Kinder Sprache?
- Beeinflusst die Sprache, die wir sprechen, unser Denken?
- Was passiert im Kopf, wenn wir Sprache benutzen oder eine neue Sprache lernen?
- Wie ist die Sprache entstanden? Was ist ihr Ursprung? Wie hat sie sich entwickelt?
- Ist Sprache ein Fenster zum Geist?

Hot Off the Press

Prof. D. Schloss/Dr. H. Jakubzik

We, 18:15 – 19:45

AS Room 333

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

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

Further information: HOP schedules from past semesters are available online:

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

Another way to get an impression of our work is to read our book *Zweiundzwanzig amerikanische Romane aus dem neuen Jahrhundert: Literaturkritische Essays zur Einführung* (**[more information on buchhandel.de](http://www.buchhandel.de)**)

Note: No registration necessary – students of all semesters are welcome.

11. Übergreifende Kompetenzen

Irish Grammar and Conversation II

N. Leyboldt

Mo, 11:15 – 12:45

AS Room 112

Diese Übung ist für Studenten mit Vorkenntnissen aus dem Kurs Irisch-Gälisch I geeignet. Der Kurs konzentriert sich auf gesprochenes Irisch und Grammatik bis zum Niveau A2 des Gemeinsamen Europäischen Referenzrahmens (Lehrplan siehe http://www.teg.ie/pdf/A1_syll.pdf). Besondere Interessen der Studierenden werden nach Möglichkeit berücksichtigt. Arbeitsmaterialien werden im Unterricht verteilt.

Slán go fóill! („Tschüss für jetzt!“)

Note: Anmeldung per E-Mail unter niamh.leyopldt@ireland.com.

Hot Off the Press

Prof. D. Schloss/Dr. H. Jakubzik

We, 18:15 – 19:45

AS Room 333

Description see page 66.