

UNIVERSITÄT
HEIDELBERG
Zukunft. Seit 1386.



Anglistisches Seminar
Ruprecht-Karls-Universität Heidelberg

Kommentiertes Vorlesungsverzeichnis
Wintersemester 2013/2014

Inhaltsverzeichnis

1 Einleitung	1
1.1 Termine und Fristen	1
1.2 Leistungsbezeichnungen und Modulzuordnungen	2
1.3 Wichtige Hinweise zum Anmeldeverfahren	3
1.4 Orientierungseinheit für Studienanfänger	5
1.5 Projektwoche an der Städtischen Bühne Heidelberg	5
2 Vorlesungen	7
2.1 Phonetik.....	7
2.2 Vorlesung historische Sprachwissenschaft	8
2.3 Vorlesung moderne Sprachwissenschaft	8
2.4 Vorlesungen Literaturwissenschaft.....	10
2.5 Vorlesung Kulturwissenschaft	12
3 Einführungsveranstaltungen	13
3.1 Introduction to English Linguistics	13
3.2 Introduction to the Study of English Literatures.....	13
3.3 Tutorium EV Sprachwissenschaft	14
3.4 Tutorium EV Literaturwissenschaft	14
4 Proseminare	15
4.1 Fundamentals of Research and Writing	15
4.2 Proseminar I Sprachwissenschaft.....	15
4.3 Proseminar II historische Sprachwissenschaft (Überblick)	20
4.4 Proseminar II historische Sprachwissenschaft (Periode)	22
4.5 Proseminar II moderne Sprachwissenschaft	24
4.6 Proseminar I Literaturwissenschaft.....	25
4.7 Proseminar II Literaturwissenschaft.....	31
4.8 Proseminar I Kulturwissenschaft (anwendungsorientiert)/ Landeskunde	37
4.9 Proseminar I Kulturwissenschaft (theoretisch)	40
4.10 Proseminar II Kulturwissenschaft/Landeskunde.....	40
5 Hauptseminare.....	42
5.1 Hauptseminare Sprachwissenschaft	42
5.2 Hauptseminar Literaturwissenschaft	48
6 Master-Kolloquium.....	52

7 Examensvorbereitung/Kolloquien	52
7.1 Sprachwissenschaft	52
7.2 Literaturwissenschaft	54
7.3 Sprachpraxis	55
8 Oberseminare.....	56
8.1 Oberseminar Literaturwissenschaft	56
9 Fachdidaktik.....	57
10 Sprachpraxis.....	58
10.1 Pronunciation Practice BE	58
10.2 Pronunciation Practice AE	58
10.3 Grammar/Tense and Aspect	59
10.4 Grammar/Tense and Aspect for Repeat Students	59
10.5 Writing/Essential Skills for Writing	60
10.6 Translation into English/Structure and Idiom	61
10.7 English in Use.....	61
10.8 Advanced Writing/Academic Essay Writing	63
10.9 Stylistics/Grammar and Style II	64
10.10 Exposition and Argumentation	65
10.11 Description and Narration.....	66
10.12 Translation II (E-G).....	67
10.13 Advanced English in Use.....	67
11 Ethisch-Philosophisches Grundstudium	69
12 Sonstiges	70
13 Übergreifende Kompetenzen	71
13.1 Übergreifende Kompetenzen/Übungen	71

1 Einleitung

Die Kommentierten Ankündigungen enthalten Hinweise auf den Inhalt der einzelnen Vorlesungen, Seminare und Übungen des jeweiligen Semesters. Sie informieren außerdem über das Anmeldeverfahren und ggf. über die von Ihnen während der Semesterferien zu leistende Vorbereitung. Die erforderlichen Nachträge und Berichtigungen werden in den ersten Aprilwochen online bekanntgegeben. Bitte überprüfen Sie die Angaben zu Zeit und Ort der Lehrveranstaltungen auf der Homepage: <http://www.as.uni-hd.de>. Der Redaktionsschluss dieser PDF-Version war der 1. Juli 2013.

1.1 Termine und Fristen

Vorlesungsdauer	14.10.2013 – 8.2.2014
Weihnachtspause	23.12.2013 – 6.1.2014
Feiertage	1.11.2013
Orientierungseinheit für Studienanfänger	9.10.2013
Online Anmeldung für Proseminare und “Fundamentals of Research and Writing”	29.07.2013 – 16.08.2013
Tausch- und Rückgabemöglichkeit für Plätze in Proseminaren	19.08.2013 – 30.08.2013 30.09.2013 – 10.10.2013
Online Anmeldung für Kurse außer Proseminaren und außer “Fundamentals of Research and Writing”	16.09.2013 – 10.10.2013

Anmelde- und Tauschfristen in der Übersicht



1.2 Leistungsbezeichnungen und Modulzuordnungen in der Übergangsphase zu den neuen Prüfungsordnungen

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

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

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

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

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

1.3 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 Sommersemester 2013 gilt der Online-Anmeldemodus wieder auch für alle Proseminare und für den Begleitkurs zum Proseminar, „Fundamentals of Research and Writing“: bitte beachten Sie die frühere Anmeldefrist von 29. Juli 2013 bis 16. August 2013 und melden Sie sich zu den Proseminaren über SignUp (Kurswahl) an. Nur Gasthörer (ohne Scheinwerb) 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 verbessern.

Regeln der Anmeldung:

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

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

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

Pronunciation Practice, Haas, Tuesday 11.15 – 12.00 9 Punkte

Pronunciation Practice, Haas, Tuesday 11.15 – 12.00 4 Punkte

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

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

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

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

Auf der Homepage der Anglistik gibt es darüber hinaus in der Rubrik "SignUp" einen [Bildschirmfilm](#), der das Anmelden vorführt.

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

1.4 Orientierungseinheit für Studienanfänger

Am Mittwoch, dem 9. Oktober 2013 findet in Raum 108 des Anglistischen Seminars von 10 bis 18 Uhr eine Orientierungseinheit für Studienanfänger statt. Dieses eintägige Tutorium, das aus Studiengebühren finanziert wird, ermöglicht Studienanfängern einen erfolgreichen und reibungslosen Einstieg in das Studium am Anglistischen Seminar. Erfahrene Studierende höherer Semester bieten in kleineren Gruppen wertvolle Hilfestellung bei der Stundenplanung, 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

1.5 Projektwoche an der Städtischen Bühne Heidelberg & Kooperation mit der Universität



Vom **4.-10. November 2013** findet an der Städtischen Bühne Heidelberg eine Projektwoche statt, in der es zu einem Austausch an unterschiedlichen Aktivitäten zwischen dem Theater und unserem Seminar kommen wird.

Studierende werden beispielsweise die Möglichkeit haben, offene Proben zu besuchen und die Entstehung eines Stücks zu begleiten.

Des Weiteren wird es voraussichtlich einen „Acting/Impro-Workshop“ der *Schauspielgruppe des Anglistischen Seminars* zu den vom Theater in der kommenden Spielzeit erarbeiteten Themen geben. Auch eine Vorlesung und/oder ein Workshop des Autors Dirk Laucke zum Thema „szenisches Schreiben“ sind vorgesehen.

Da eines der zentralen Themen der Abzug der Amerikaner aus Heidelberg sein wird, sind – eventuell auch in Zusammenarbeit mit den HCA – Vorträge zur historischen Perspektive geplant.

Sobald für die oben genannten Veranstaltungen definitive Termine vorliegen, werden sie auf unserer Homepage veröffentlicht. Für Studierende der Anglistik wird es die Möglichkeit geben, für die Teilnahme an den unterschiedlichen Projekten auch credit points im Bereich der Übergreifenden Kompetenzen zu erhalten.

i.A. Kirsten Hertel

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

Endredaktion: H. Jakubzik & N. Kraus

Redaktionsschluss: 1. Juli 2013

2 Vorlesungen

4 LP

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

2.1 Phonetik

Introduction to English Phonology and Phonetics

Priv.-Doz. Dr. N. Nesselhauf Mon, 4:15 – 5:45 Heu

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

N.B.: Students need to take the course "Pronunciation Practice", either BrE or AmE, in the language lab, preferably in the same semester as the lecture. Whereas no registration is needed for the lecture, you need to sign up online for Pronunciation Practice.

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

- Sauer, Walter. 2006. *A Drillbook of English Phonetics*. Heidelberg: Winter. [for British English]
- Sauer, Walter. 2011. *American English Pronunciation: A Drillbook*. Heidelberg: Winter. [for American English]
- Also recommended for the lecture: Collins, Beverley, and Inger M. Mees. 2013. *Practical Phonetics and Phonology*. London/New York: Routledge.

2.2 Vorlesung historische Sprachwissenschaft

History of the English Language and Language Change

Prof. Dr. B. Busse/A. Mantlik

Tue, 11:15 – 12:45

NUni HS 14

This course offers an introduction to the historical development of the English language and its varieties from Old English to Modern English. We shall focus on changing and stable factors in English phonology and spelling as well as lexis, syntax and grammar. In addition, historical pragmatic and historical sociolinguistic aspects will be addressed, and, of course, we shall also study what some of the external historical, political or cultural changes have been.

Furthermore, you will be introduced to classic and more recent methods in and approaches to English historical linguistics, and we shall discuss selected theories of language change, including, for example, grammaticalisation and pragmaticalisation.

Using standard introductions to the history of English, students are asked to acquire basic knowledge of the major historical periods of the English language prior to the beginning of the course.

Texts: A reader will be made available on Moodle prior to the beginning of the semester.

Course requirements:

- Students will be asked to prepare reading for each session and to be active in class.
- There will be a 90-minute exam at the end of term.
- Each student will also be asked to prepare a small analytical task.

Note: This is a lecture where students can also obtain the credit “**PS II historische Sprachwissenschaft (Überblick)**”.

!!! Registration through SignUp as a lecture !!!

2.3 Vorlesung moderne Sprachwissenschaft

Semantics

Prof. Dr. S. Kleinke

Tue, 2:15 – 3:45

AS Room 110

This lecture course is mainly directed at BA-students. The first part of the course will be devoted to how semantics links up with other fields of linguistics and how the concept of linguistic meaning has been defined in different linguistic schools of thought. Later on, the lecture will move on to units of semantic description such as the word and the sentence and look at the linguistic toolkit used in their analysis. The topic will be approached from the perspective of different frameworks of semantic description including structuralism, truth conditional semantics, frame semantics and cognitive semantics.

Language, Mind and Culture

Prof. Dr. Z. Kövecses

BLOCKSEMINAR, AS Room 110

Thu, 24.10.2013	2:15 – 5:30
Thu, 14.11.2013	2:15 – 5:30
Thu, 28.11.2013	2:15 – 5:30
Thu, 19.12.2013	2:15 – 5:30
Thu, 09.01.2014	2:15 – 5:30
Thu, 30.01.2014	2:15 – 5:30

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.

Note: This lecture course is mainly intended for advanced students and takes place in block sessions of two times 90 mins, from 2:15 to 5:30, with a 15 minutes break after the first half. October 24; November 14; November 28; December 19; January 9; January 30.

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

Course requirements: Regular attendance. Students can obtain a Schein by taking a written exam.

2.4 Vorlesungen Literaturwissenschaft

Vermittlung von Überblickswissen über eine Gattung oder Epoche, ggf. unter Zuspitzung auf paradigmatische Problemstellungen oder Autor(inn)en; exemplarische hermeneutische Praxis unter Berücksichtigung der anglistischen Methodenvielfalt; Hinführung zu literaturtheoretischem Bewusstsein.

American Literature: Colonial to Contemporary

Prof. Dr. D. Schulz

Tue, 11:15 – 12:45

NUni HS 15

A sprint through four hundred years of American literary history. Apart from providing an overview of major periods and representative authors, the lectures will focus on lines of cultural and intellectual continuity. One of these involves the issue of national identity; from colonial times to today, American writers have grappled with the question famously put by Crèvecoeur in the eighteenth century: "What then is the American, this new man?"

Ringvorlesung: A History of (Literary) Forms: Genres, Texts, Structures

Dr. P. Löffler

Mon, 6:15 – 7:45

NUni HS 14

This lecture series surveys the history of literary forms and genres from the early modern period to postmodernism and beyond. We will look at blockbusters in genre history, such as the novel, the poem, or drama, but also spend a number of sessions on obscure special cases that feature regional, historical or thematic varieties of seemingly uncontroversial genre categories: graveyard poetry, the non-fiction novel, the literary obituary, and many more.

As usual, the *Ringvorlesung* is a joint project of scholars and professors in the English Department.

Victorian Literature

Prof. Dr. P. Schnierer

Mon, 9:15 – 10:45

NUni HS 14

This course of lectures is designed for everybody: I do not expect any prior knowledge of this most contradictory of literary epochs. I shall not adhere strictly to the dates of Victoria's reign (1837-1901) but attempt to describe and evaluate the long transitional period between romanticism and modernism. Read in advance if you can: some novels of the Brontë sisters, Charles Dickens, George Eliot and Thomas Hardy, poetry by Tennyson, Arnold, the Brownings and the Rossettis, and plays by Boucicault, Taylor, Wilde and the early Shaw.

The Rising Glory of America: Literature and Culture in the Early Republic

Prof. Dr. D. Schloss

Wed, 11:15 – 12:45

AS Room 108

After having engaged in a successful struggle for independence, many Americans hoped that the nation would experience a flowering of the arts and sciences. The idea was that the newly established republic would benefit from such a renaissance of learning because according to the understanding of the time, a republican government could only function if its citizens were well-informed and 'enlightened'. For a short period, American intellectuals and writers saw themselves courted by both the politicians and the public; their contributions were thought to give legitimacy and permanence to the American state. By the end of the eighteenth century, however, this republican idealism had waned. No American Homer had showed up on the horizon; and the American government as well as the public had lost interest in cultural, scientific, and educational matters. The United States no longer seemed to need a virtuous and enlightened citizenry to give it stability: the constitution took care of this. In addition, the agriculture-based patriarchal society of old was rapidly giving way to a modern, urban, middle-class market society: to survive in the latter, one needed a quick and practical intelligence rather than classical learning or an artistic sensibility. With the exception of a group of women novelists who knew how to read the signs of the times, most artists and men of letters found themselves marginalized by the new social and political developments.

This lecture course will provide a survey of the 'literature' of the founding period of the United States, an age – to use R. W. Emerson's words – "where the old and new stand side by side, and admit of being compared". Many of the basic ingredients of the American 'imaginary' were formed in this period although we may have difficulties in recognizing them at this early stage. In the early republic, "literature" was not only comprised of *belles lettres*, but also of works of history, politics, philosophy, and even science. In this course, we will roughly follow this policy. We will read works from different fields and see how they illuminate each other; among them, Jefferson's *Declaration of Independence*; Madison's *Federalist No. 10*; letters by John and Abigail Adams; autobiographical writings by Benjamin Franklin and Olaudah Equiano; essays by Judith Sargent Murray and J. Hector St. John de Crèvecoeur; poems by Joel Barlow, Philip Freneau, and Phillis Wheatley; novels by Hannah Webster Foster and Charles Brockden Brown; and a play by Royall Tyler.

Texts: Most texts to be discussed in this class can be found in Volume A of *The Norton Anthology of American Literature*, ed. by Nina Baym et al., 5 vols., 8th ed. (New York: W.W. Norton, 2011). In addition you should get a copy of Charles Brockden Brown, *Arthur Mervyn Or, Memoirs of the Year 1793: With Related Texts*, ed. by Philip Barnard and Stephen Shapiro (Hackett Publishing, 2008).

2.5 Vorlesung Kulturwissenschaft

Vertiefung im Bereich der Kulturwissenschaft, ihrer Methoden und Theorien.

The Rising Glory of America: Literature and Culture in the Early Republic

Prof. Dr. D. Schloss

Wed, 11:15 – 12:45

AS Room 108

Description see page 11.

3 Einführungsveranstaltungen

5 LP (Vorlesung + Tutorium)

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

3.1 Introduction to English Linguistics

Prof. Dr. S. Kleinke

Wed, 11:15 – 12:45

Heu I

Diese Vorlesung mit Begleittutorien soll in den wissenschaftlichen Umgang mit Sprache einführen, eine Vorstellung von der Komplexität des Gebietes der Sprachwissenschaft vermitteln und die Grundlagen schaffen für die Behandlung spezieller sprachwissenschaftlicher Fragestellungen in den weiterführenden Pro- und Hauptseminaren.

3.2 Introduction to the Study of English Literatures

Priv.-Doz. Dr. M. Peterfy

Mon, 11:15 – 12:45

Heu II

This course of lectures will serve as an introduction to the study of literatures in English. Addressing key concepts and critical tools relevant to the analysis and interpretation of literary texts, we will discuss structural aspects of the major genres (drama, prose, poetry), explore different schools of literary and cultural theory, and survey basic categories of literary historiography. There will be a compulsory tutorial where advanced students will review the lecture's central issues and make you familiar with the relevant research tools. This class will be taught in English, and it will conclude with a written exam.

Texts: There will be a "Course Reader" with a selection of primary texts. As a general introduction (and reference book throughout your further studies) please buy Vera & Ansgar Nünning's *Introduction to the Study of English and American Literature* (Stuttgart, 2011).

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 (23.06. 2013) noch nicht fest. Bitte informieren Sie sich rechtzeitig auf <http://www.as.uni-hd.de>.

3.3 Tutorium EV Sprachwissenschaft

Ab dem Sommersemester 2004 können Sie den Leistungsnachweis für die "Einführung in die Sprachwissenschaft" auch durch die Teilnahme an der Einführungsvorlesung und Tutorien erlangen. Vorlesung und Tutorien sind im Gegensatz zur klassischen "EV Sprachwissenschaft" nicht teilnehmerbegrenzt, d.h. Sie bekommen in jedem Fall einen Platz.

Die Termine der Tutorien standen am Redaktionsschluss dieses Dokuments (23.06. 2013) noch nicht fest.

3.4 Tutorium EV Literaturwissenschaft

Die Termine der Tutorien standen am Redaktionsschluss dieses Dokuments (23.06. 2013) noch nicht fest.

4 Proseminare

4.1 Fundamentals of Research and Writing

2 LP

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

Tuesday 1:15 – 2:00

Dr. F. Polzenhagen	AS Room 108
C. Burmedi	AS Room 110
Dr. C. Lusin	AS Room 122

Thursday 1:15 – 2:00

S. Vogelbacher	AS Room 116
C. Burmedi	AS Room 110
Dr. C. Lusin	AS Room 122

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.

4.2 Proseminar I Sprachwissenschaft

5 LP

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

Morphology and Word Formation

E. Avcu	Thu, 2:15 – 3:45	AS Room 113
---------	------------------	-------------

The linguistic study of morphology is concerned with the internal structure of words, i.e. the segmentation of words into their smallest meaningful parts and their analysis. As we will see at the beginning of this course, there already exist problems when trying to define the notion 'word' (e.g. is 'son-in-law' one word?). Having discussed basic notions and concepts of this linguistic discipline, such as the difference between words, word forms and lexemes

as well as the difference between morphemes and morphs, we will move on to look at different types of morphemes and their respective functions. This provides the basis for differentiating between inflectional morphology and derivational morphology – the two distinctive branches of this field of study. The second part of the term will deal with the processes that allowed and still allow us to expand our vocabulary. We will discuss different word formation processes, such as compounding, derivation and shortening, with respect to both their composition and productivity.

We will also see how the field of morphology interfaces with other main linguistic branches, like phonology and syntax. Additionally, the course will incorporate exercise sessions to help you to develop practical skills in morphemic analyses.

Texts: Recommended first reading: Kortmann, Bernd (2005): *English Linguistics. Essentials*. Berlin: Cornelsen. Chapter 3 and Chapter 4 (part on 'inflectional morphology').

Course requirements: oral presentation, term paper or final exam at the end of term.

Selected Topics of English Grammar

Dr. F. Polzenhagen

Wed, 11:15 – 12:45

AS Room 114

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

Sociolinguistics

Dr. S. Mollin

Thu, 4:15 – 5:45

AS Room 112

Sociolinguistics deals with the social contexts in which language is used, and how these social contexts influence our language use. In particular, sociolinguistics is interested in how social factors determine variation in language use. We will consider factors such as social class, gender, age and ethnicity and how they can shape language use. In addition, we will consider related topics as diverse as language change, language attitudes, language death,

code-switching and pop song pronunciation. We will consider the theoretical background to these topics and discuss in detail classic research studies. Students are required to attend regularly, pass an assignment, give an oral presentation, and write a research report on their own small-scale sociolinguistic study.

Texts: Meyerhoff, Miriam. 2006. *Introducing Sociolinguistics*. London/New York: Longman.

Language Contact

J. Schultz

Tue, 2:15 – 3:45

AS Room 116

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.

Pragmatics

A. Mantlik

Tue, 9:00 – 11:30

AS Room 108.

Linguistic pragmatics is the study of language in use. In this course, we will consider what we ‘do’ with language (speech act theory), how it is possible to say something but mean something different (indirect speech acts; cooperative principle and conversational maxims; implicatures), how discourse is structurally organized (conversation analysis), what ways and needs there are to ‘anchor’ speech (deixis), and how we can be (im)polite in conversation (politeness theory). This course offers a systematic introduction to the major theories and approaches in pragmatics. You will also have ample opportunity to practically apply these approaches to actual (everyday) language use.

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

Discourse Analysis

J. Smith

Wed, 11:00 – 1:00

AS Room 113

‘Discourse Analysis’ originated in the social sciences. However, the fact that it analyses what and how people speak and write has allowed its methods to become relevant for various other fields of research, including (applied) linguistics. Typically, discourse analysis refers to a method of analysing written or spoken texts where these very texts are not seen as mere means to access or describe reality neutrally, but as mediums significant for the process of (socially) constructing it.

In this course, we will first lay the foundation for a sound and critical understanding of the many existing approaches to discourse analysis, such as text linguistics, conversational analysis, narrative analysis or Critical Discourse Analysis. What is more, it is vital to take a look at the various types of data, methods and techniques that a discourse analytical study can rely on. Finally, we will also look at possible ways to apply these methods to actual topics and research questions.

Assignments: active participation in class, regular attendance, oral presentation, written term paper

Registration: via email; Jennifer.Smith@as.uni-heidelberg.de.

Texts: We will be working with moodle throughout this course. I will start making relevant readings available a few weeks before the semester begins. To get a first overview of basic terminology and important concepts, I recommend taking a look at one of the following editions:

- *Routledge Handbook of Discourse Analysis*. Eds. James Paul Gee and Michael Handford. London: Routledge, 2012.
- *Handbook of Discourse Analysis*. Eds. Deborah Schiffrin et al. Oxford: Blackwell, 2008. (also available online via HEIDI)

Introduction to Second Language Acquisition

M. Eller

Wed, 4:15 – 5:45

AS Room 108

As learners and – in many cases – future teachers of English we are all familiar with the struggles involved with learning (or teaching) a second language. This course sets out to uncover the underlying reasons as documented in second language acquisition research and to explore suggestions for learning and teaching strategies developed on the basis of these findings. We will do this by examining the processes involved and by investigating in what ways second language acquisition is similar to and different from first language acquisition. Covering different approaches to and perspectives on language learning, the focus will lie on key concepts such as Universal Grammar, cross-linguistic influence, the different types of learning and teaching as well as determining internal and external factors.

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

Contrastive Linguistics

Priv.-Doz. Dr. N. Nesselhauf Mon, 2:15 – 3:45 AS Room 112

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

The seminar papers (including preparatory posters) will be based on the students' own small research projects (deadline 14 March).

Texts: König, E. / V. Gast (2007). *Understanding English-German Contrasts*. Berlin: Schmidt.

Computer-Mediated Discourse Analysis

M. Eller Tue, 4:15 – 5:45 AS Room 108

The advent of the so-called *new media* has not only changed our communicative landscape in such profound ways that comparisons have been drawn between the recent developments and the revolutionary changes brought about by the invention of the printing press in the 15th century, it has also opened up a relatively new and burgeoning field of linguistic research. In this seminar we will discuss and compare the different ways in which computer-mediated communication can be analysed from a linguistic perspective by looking at various types of CMC (such as emails, blogs, IM, IRC and discussion forums) and their structural, interactional and linguistic characteristics. Working with the classic texts of the field as well as having a look at more recent studies and current research trends will allow us to get an overview of the different types of data collection, theoretical backgrounds and methodologies. In addition, you will have ample opportunity to apply the concepts discussed to actual instances of language use as we examine and contrast different kinds of data and approaches in order to reveal what is really new about language use in the new media.

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

Perspectives on Language

Dr. F. Polzenhagen Mon, 11:15 – 12:45 AS Room 113

Linguists have analysed and analyse their target field “language” from various specific perspectives. Dominant ways of approaching and viewing language(s) include: language as a system (in structuralism), language as a tool (in functionalism), language as an organ / instinct (in generative grammar), languages as families (in historical linguistics), language as cultural identity (romantic linguistics), languages as species (ecolinguistics). In this course, we will trace these and other influential conceptualisations of language in representative key

texts of their major proponents (e.g. de Saussure, Jakobson, Chomsky, Jespersen, Whorf, Searle, Grice, Labov, Fillmore, Lakoff). The course is hence, first of all, a call for getting to know theoretical models through a close reading of their primary key texts. The second objective is to show that each of these expert models highlights certain aspects of ‘language’ and, in turn, hide others. Complementing the focus on “expert models”, we will investigate “folk models” and “folk beliefs” concerning language in a small research assignment.

4.3 Proseminar II historische Sprachwissenschaft (Überblick)

6 LP

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

History of the English Language and Language Change

A. Mantlik

Tue, 2:15 – 3:45

AS Room 108

This course offers an introduction to the historical development of the English language and its varieties from Old English to Modern English. We shall focus on changing and stable factors in English phonology and spelling as well as lexis, syntax and grammar. In addition, historical pragmatic and historical sociolinguistic aspects will be addressed, and, of course, we shall also study what some of the external historical, political or cultural changes have been.

Furthermore, you will be introduced to classic and more recent methods in and approaches to English historical linguistics, and we shall discuss selected theories of language change, including, for example, grammaticalisation and pragmaticalisation.

Using standard introductions to the history of English, students are asked to acquire basic knowledge of the major historical periods of the English language prior to the beginning of the course.

Texts: A reader will be made available on Moodle prior to the beginning of the semester.

Course requirements:

- Students will be asked to prepare reading for each session and to be active in class.
- There will be a 90-minute exam at the end of term.
- Each student will also be asked to prepare a small analytical task.

!!! Registration through SignUp as a “Proseminar” !!!

History of the English Language and Language Change

Prof. Dr. B. Busse/A. Mantlik

Tue, 11:15 – 12:45

NUni HS 14

This course offers an introduction to the historical development of the English language and its varieties from Old English to Modern English. We shall focus on changing and stable factors in English phonology and spelling as well as lexis, syntax and grammar. In addition, historical pragmatic and historical sociolinguistic aspects will be addressed, and, of course, we shall also study what some of the external historical, political or cultural changes have been.

Furthermore, you will be introduced to classic and more recent methods in and approaches to English historical linguistics, and we shall discuss selected theories of language change, including, for example, grammaticalisation and pragmaticalisation.

Using standard introductions to the history of English, students are asked to acquire basic knowledge of the major historical periods of the English language prior to the beginning of the course.

Texts: A reader will be made available on Moodle prior to the beginning of the semester.

Course requirements:

- Students will be asked to prepare reading for each session and to be active in class.
- There will be a 90-minute exam at the end of term.
- Each student will also be asked to prepare a small analytical task.

Note: This is a lecture where students can also obtain the credit “**PS II historische Sprachwissenschaft (Überblick)**”.

!!! Registration through SignUp as a lecture !!!

4.4 Proseminar II historische Sprachwissenschaft (Periode)

6 LP

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

Mon, 11:15 – 12:45

AS Room 116

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 kennenlernen.

Texts:

- Kursbuch: Weimann, Klaus. ³1995. *Einführung ins Altenglische*. Uni-Taschenbücher, 1210. Heidelberg: Quelle & Meyer. (s. Lehrbuchsammlung und Reader in der Seminarbibliothek)
- Zur Vorbereitung empfohlen: Baugh, Albert C., und Thomas Cable. ⁵2002. *A History of the English Language*. London: Routledge. 18-126.

Introduction to Middle English

V. Mohr

Wed, 9:15 – 10:45

AS Room 114

Die Lehrveranstaltung ist als Einführung ins Mittelenglische konzipiert mit dem übergeordneten Ziel, Texte aus dieser Periode verstehen und philologisch zu erschließen zu können. Die Beschreibung des Sprachstands bezieht sich insbesondere auf das Englische, wie es in den Werken von Geoffrey Chaucer, einem der bedeutendsten und mit am häufigsten anthologisierten Autoren der anglophonen Literaturen, in Erscheinung tritt und umfasst die Phonologie des Chaucer-Englischen sowie zentrale Aspekte der Morphologie, Lexik, Semantik, Syntax und Pragmatik.

Zunächst werden allgemeine Methoden der sprachgeschichtlichen Rekonstruktion vorgestellt und deren Möglichkeiten und Grenzen einer kritischen Betrachtung unterzogen. Durch kontinuierliches Anwenden dieser Methoden auf Texte von Chaucer gewinnen die Teilnehmenden Einsichten in Aspekte des Vokalismus und Konsonantismus, untersuchen die Betonungsmuster mehrsilbiger Wortformen und erkennen dabei, wie Chaucer sich die sprachliche Variation seiner Zeit zur metrisch-rhythmischen Gestaltung seiner Texte zunutze macht. Anhand einer Vielzahl von Hinweisen auf gegenwärtige Varietäten des Englischen, insbesondere konservative Regionaldialekte, werden die Teilnehmenden auf Spuren des Mittelenglischen aufmerksam gemacht. Weiterhin sollen die Studierenden wesentliche

Charakteristika des Gegenwartsenglischen, insbesondere dessen vertikale Schichtung und dissoziativen Charakter sowie Aspekte dessen Flexionssystems, als Folgen von lexikalischen Entlehnungen und Lautwandel darstellen und bewerten können.

Texts: Ein vom Veranstaltungsleiter verfasstes *workbook* und weitere Materialien werden den Teilnehmenden nach Abschluss der Anmeldungen zur Verfügung gestellt.

Course requirements:

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

Hinweis: Die Veranstaltung wird auf Deutsch unterrichtet und bringt Übersetzungen ins Deutsche mit sich.

Introduction to Early Modern English

Dr. M. Isermann

Mon, 9:15 – 10:45

AS Room 113

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. Homework (an estimated three hours per week) includes reading, translation, and regular exercises.

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

4.5 Proseminar II moderne Sprachwissenschaft

6 LP

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

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

Linguistic Research Methods

Dr. S. Mollin

Thu, 11:15 – 12:45

AS Room 113

Instead of making students specialists in a highly specific topic, this class aims to produce generalists. We will attempt to cover the whole breadth of linguistics as a science, but not by approaching it via its subdisciplines, but by answering methodological questions, such as: What kinds of data count as evidence in linguistics? How do we come by these data? And: How do we analyze and interpret the data? The empirical methods covered are diverse, including corpus linguistics, conversation and discourse analysis, sociolinguistic variationist elicitation, attitude surveys, and psycholinguistic experiments. Each method is introduced by a close discussion of exemplary studies (classic and recent) from diverse linguistic areas, and is then applied hands-on in practical data analysis exercises. We will weigh the advantages and disadvantages of each method, discuss the potential of combining methods, and treat issues such as representativity, validity, and statistical significance along the way.

Students are expected to participate actively, to complete practical assignments at home, to present one given empirical study in class, and to conduct a small-scale study using and critically reflecting on at least one of the linguistic research methods introduced.

Cultural Dimensions of Language Variation and Communication

Dr. F. Polzenhagen

Mon, 2:15 – 3:45

AS Room 113

In this course, we will look at language variation in English from a socio-cognitive perspective. In the theoretical part of the course, we will review approaches that deal with culture-related realisations in language and language varieties. Here, some influential ideas in the history of linguistics (by Humboldt and Whorf) concerning this topic will be discussed, an overview of various perspectives on culture in linguistic research will be given and recent developments in Cultural Linguistics and Cognitive Sociolinguistics will be introduced. In the application part, specific linguistic features of varieties of English will be analysed, in an exemplary way, against the background of their underlying socio-cultural meaning, i.e. as expressions of culture-specific conceptualisations, as markers of socio-cultural identity, as manifestations of specific world-views or ideologies. Examples come from regional varieties (e.g. West African English, Hong Kong English) and social varieties (e.g. RP), and from various levels of language (e.g. accent, grammar, lexis). Then, the scope of analysis will be broadened to include group-specific language and discourse.

4.6 Proseminar I Literaturwissenschaft

5 LP

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

American Literary Naturalism

Dr. P. Löffler

Thu, 9:15 – 10:45

AS Room 108

This course focuses on the rise and institutionalization of Naturalism in American literature at the end of the 19th century. A transatlantic movement, Naturalism found its way into the American literary establishment primarily through the works of Emile Zola and was then further developed in several strands of turn of the century literature, such as Civil War retrospectives, the city novel, or literary explorations of wilderness in the West and Northwest. The Naturalist movement as a whole was inspired by a number of theories – mostly derived from the social and natural sciences (e.g. Comte, Taine, Spencer, Freud) – that described human life as essentially predetermined and fate-based. What conjoined the different types of naturalist literature was the idea that both social and natural life worlds deprived the human individual from free agency and choice. And naturalist writers tried very hard to depict these life worlds as accurately as possible.

We will read four major novels and a few short stories to explore the varieties of naturalist writing in America as well as to distinguish the Naturalist movement from its predecessor in literary history, Realism: Stephen Crane *The Red Badge of Courage*, Theodore Dreiser *Sister Carrie*, Jack London *The Sea Wolf*, and Kate Chopin *The Awakening*.

Texts:

- Stephen Crane *The Red Badge of Courage and other Stories* (Penguin Classics)
- Theodore Dreiser *Sister Carrie* (Penguin Classics)
- Jack London *The Sea Wolf* (Oxford's World Classics)
- Kate Chopin *The Awakening and other Stories* (Oxford's World Classics)

All other texts will be accessible via Moodle.

Course requirements: regular and active participation, oral presentation, term paper

“Those moments, tasted once and never done”: An Introduction to Contemporary British Poetry

E. Redling

Thu, 11:15 – 12:45

AS Room 115

In this course we will look at 20th- and 21st-century poetry written by, among others, John Betjeman, Bob Cobbing, Philip Larkin, Geoffrey Hill, Tony Harrison, Maggie O’Sullivan, Andrew Motion, Geraldine Monk, Carol Ann Duffy and Jeff Hilson. We will also analyse the ways in which contemporary poetry can take on various forms, reach out into performative and narrative modes, and incorporate and work with the new media.

A special highlight of this course will be a lecture given by the contemporary English poet and Head of English at Reading University, Peter Robinson, who will talk about his recent works as well as his editorship of *The Oxford Handbook of Contemporary British and Irish Poetry*, due to be published in September 2013. This handbook will also provide an important basis for our course. The course requirements will be: a presentation and a term paper.

Texts: A reader will be given to you in the first session.

Suggested further reading: Robinson, Peter (ed.). *The Oxford Handbook of Contemporary British and Irish Poetry*. Oxford: Oxford University Press, 2013 (forthcoming).

Ernest Hemingway: Short Stories

Dr. K. Hertel

Tue, 2:30 – 4:00

AS Room 113

Most people’s first thoughts on hearing the name Ernest Hemingway are: bullfighting, drinking, big-game hunting and manliness. If most of these concepts can, indeed, be found in some way or another in his broad range of fiction, there is – almost simultaneously, as it seems – a much quieter note to be detected in his writing, too: one of emotional tension, of subtlety and sensitivity concerning the question of what it means to be human.

Intended as an advanced introduction to the analysis of fiction, this course will deal with the early short stories of Ernest Hemingway. We shall start with the semi-autobiographical stories of initiation, the so-called ‘Nick-Adams-Stories’, and carry on with some of his most popular stories of the 1930s. In a close reading of the texts the course will focus on the question of Hemingway’s favoured topics, his use of language and the revolutionary prose style, which also influenced a number of German writers after the cultural breakdown of WWII.

Texts: We will work with the following edition: E. Hemingway, *The First Forty-Nine Stories*, Random House: Arrow Books, or published by Simon & Schuster Inc.. Participants should have read all 49 stories by the beginning of the winter term.

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

Metaphysical Poetry

Dr. J. Rupp

Thu, 4:15 – 5:45

AS Room 108

Metaphysical poetry is firmly rooted in Renaissance ideas of love and spirituality, but it has remained intriguingly topical for later generations of writers and readers. T.S. Eliot famously championed the metaphysical poets for combining thought and feeling in a way that, according to Eliot, had been lost in later periods of English verse. More recently, the startling metaphors and conceits in metaphysical poetry have attracted interest from a cognitive point of view: what appears to be a strangely cerebral approach to themes such as love in many metaphysical poems is compellingly borne out by insights into the cognitive, neural structures of emotion.

This seminar will provide an introduction to the metaphysical poets, as well as to the study of poetry more generally. Participants will be given ample opportunity to analyse selected works, paying close attention to the specifics of poetic form. We will also explore ideas and contexts, tracing influences in and from metaphysical poetry. Assessment will be based on a number of short written interpretations and essays (1,000 – 2,000 words) to be handed in over the course of the semester.

Texts: Christopher Ricks & Colin Burrow (eds.), *Metaphysical Poetry* (2006); additional material will be made available at the beginning of the semester.

The Fairy Tale

Dr. K. Frank

Thu, 2:15 – 3:45

AS Room 112

The Fairy Tale as a genre is often confined to the margins of literary canons and considered to be simple-minded, predictable children's literature, flaunting a black-and-white morality and providing easy wish-fulfilment. On the other hand, Fairy Tales remain a persistent feature both of cultural reception and production and spread their elements to different cultural fields from contemporary literature to comic strips and commercials.

In this seminar, we will analyse the specific textual properties of traditional Fairy Tales, discuss different theoretical approaches to the genre and show how 20th-century adaptations of famous texts like "Bluebeard" and "Little Red Riding Hood" play with their themes and motives.

Texts: A reader will be provided.

'Fictions of memory' – Literary representations of memory and remembering

S. Frink

Tue, 11:15 – 12:45

AS Room 113

An increasingly important subject matter in the media and popular culture as well as in diverse academic disciplines, the concept of 'memory' also takes center stage in literary studies: Indeed, memory is the primary stuff of narrative fiction. In their attempt to construct a diachronic identity, narrators look back on their lives and enter into a dialogue

with their past selves, thus trying to impose meaning on their memories from a present point of view and to create a useable past. The term 'fictions of memory' (A. Nünning; B. Neumann) refers to texts that depict and reflect on the functioning of memory and, more generally, to stories that individuals or cultures tell about their past in order to answer the question of how they have become who they are.

This seminar serves as an introduction to key concepts of cultural studies, such as memory and identity; apart from its thematic focus, the course also makes you familiar with the central categories and analytical tools for the study of narrative fiction, giving you the opportunity to practice the interpretation of novels and to develop academic reading, writing, and research skills. Exploring the interplay between memory and identity in several contemporary novels (and in other popular and social media), we will concentrate on the making of individual life stories and also look at collective constructions of the past: How does memory structure the texts? How are different narrative techniques used in order to represent and challenge issues of memory and remembering? What happens when autobiographical memory does not stabilize but rather threatens personal identity (as in the case of trauma), and how is such crisis of memory/identity mirrored in the narrative form?

Texts:

- Guy Burt, *Dandelion Clock* (1999)
- John Banville, *The Sea* (2005)

We will decide on additional texts at the beginning of the semester.

George Bernard Shaw

Dr. K. Hertel

Thu, 9:15 – 10:45

AS Room 113

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

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

Texts:

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

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

Course requirements: Regular attendance, active participation, oral presentation & written term paper.

Narratological Approaches to Mystery and Detective Fiction

A. Schindler

Wed, 11:15 – 12:45

AS Room 110

Almost every interpretation of a fictional text has to take its point of departure in a thorough narratological analysis. Whereas classical narratology, however, during the heyday of structuralism, fully dedicated itself to the mere consideration of textual features alone, the situation today has changed significantly. In recent years, narratology has reinvented itself, resulting in the emergence of a variety of heterogeneous approaches, and it is probably no exaggeration to claim that narratology is currently experiencing a downright boom. These new narratologies extend classical narratological studies in that they are not only text-immanent in their approach, but include historical, cognitive, and cultural aspects in their analyses as well.

Even though literary criticism has lately begun to devote increased attention to the genre of mystery and detective fiction, so far, crime writing has never been subjected to a comprehensive approach from the point of view of narratology. The chief aim of this course is to apply various narratological methods of analysis from both the classical and postclassical phase to this immensely popular genre. We will discuss a wide-ranging selection of texts from several different crime fiction subgenres and will also be dealing with key concepts of narrative theory such as multiperspectivity and unreliable narration. In addition to this, we will also take into consideration film as a narrative genre.

Texts: Please buy and read Agatha Christie's *Murder on the Orient Express* (1934) and Val McDermid's *The Mermaids Singing* (1995). Additional texts will be made available in a reader at the beginning of the semester.

Introduction to the Study of Fiction: Fictional Minds in Contemporary British Fiction.

D. Vasiloiu

Thu, 9:15 – 10:45

AS Room 115

Narrative endows humans with a unique approach and view of the world. Not only has such capacity shaped man's knowledge and development throughout the various evolutionary stages, but it has also enabled the 'arrangement' of the surrounding world and life events in an 'orderly' and chrono-logical manner.

This introductory Proseminar generally aims to facilitate the understanding of rather complex and difficult concepts in the formal analysis of narrative, mainly in the field of narratology. We shall thus examine various key categories in both classical and postclassical approaches to fictional narratives. Questions such as: 'What makes a narrative a narrative?' 'What seems to be the 'problem' with the story?' 'How do mere words/sentences turn into worlds?' or 'Who addresses whom in fictional worlds?', are only a few examples of the problematic issues that we shall address and try to clarify in the sessions allocated to our seminar.

We will set to explore the concept of 'story' beyond its traditional sense of plot, and look into both story/discourse levels and their corresponding categories in order to gain deeper appreciation of fictional narratives. Importantly, *theory-into-practice* activities are included in each session for you to be able to consolidate both familiar and 'newly' acquired concepts

in an active and hands-on manner. Overall, the discussions and activities are meant to guide you in such a way to gradually develop or improve your competence in the independent analysis of literary texts – this time – from an expert reader's perspective.

Texts:

- Neumann, Birgit, and Ansgar Nünning. *An Introduction to the Study of Narrative*. Stuttgart: Klett Lernen und Wissen, 2008.
- Levy, Andrea. *The Long Song*. London: Headline Review, 2010.
- Barnes, Julian. *Talking It Over*. London: Jonathan Cape, 1991.

American Drama: Sam Shepard

Dr. E. Hänßgen

Wed, 11:15 – 12:45

AS Room 116

Sam Shepard (b. 1948) is a prolific American playwright who came to fame with his 1978 play *Buried Child*. He is also a writer of fiction and scripts for films and an established actor and director.

In this course, we will examine the plays of his so-called "Family Trilogy": *Curse of the Starving Class*, *Buried Child* and *True West* (1978-80). We will focus on elements of dramatic technique such as setting, plot, characterization and style but also on the contexts of the plays. Shepard has been called "Samuel Beckett as Marlboro Man" (J. Adamian); dark comedy, absurd and surreal elements, inner and outer fragmentation and the quest for (mostly male) identity are hallmarks of his work. Shepard's typical locale is the mythical American West, one of the aspects of the American Dream he debunks. His disrupted and violent families also contrast with the ideal of the family as a safe place and mirror of a functioning society.

We will round off the course by looking at one of his latest works, *Day out of Days* (2010), a collection of more than 130 diverse pieces such as short stories, lyrics, reflections and dialogues.

Texts: Please purchase and read the texts in the recommended editions before the beginning of term.

- Shepard, Sam. *Day out of Days: Stories*. 2010. New York: Vintage Books, 2011.
- Shepard, Sam. *Seven Plays: Buried Child, Curse of the Starving Class, The Tooth of Crime, La Turista, Tongues, Savage Love, True West*. Introd. Richard Gilman. 1981. New York: Dial Press, 2005.

4.7 Proseminar II Literaturwissenschaft

6 LP

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

Romanticism

Dr. C. Lusin

BLOCKSEMINAR, AS Room 113

Fri, 29.11.2013	4:15 (preparatory meeting)
Sat, 11.01.2014	10:00 – 5:00
Sun, 12.01.2014	10:00 – 5:00
Sat, 18.01.2014	10:00 – 5:00
Sun, 19.01.2014	10:00 – 5:00

Note: There will be a **mandatory preparatory meeting** on **Friday, 29 November** at 16.15 in Room 113.

An age of innovation and experiment with new political, philosophical and aesthetic ideas, the Romantic period is revolutionary in many ways, not least in its multifarious literary output. Foregrounding the vital importance of individual imagination, creativity and expression, Romanticism radically breaks with neo-classicist aesthetic ideals, preparing the way for modernism in the century to come.

In this course, we are going to concentrate primarily on poetry, reading central works by the major Romantic authors William Blake, William Wordsworth, Samuel Taylor Coleridge, Lord Byron, John Keats, Mary Wollstonecraft Shelley and Percy Bysshe Shelley. However, we will also read some less well known female authors and explore the cultural and historical background of this period.

Texts: Texts will be made available in a reader by the start of term.

Recommended preparatory reading: Aidan Day, *Romanticism*. London, New York: Routledge, 2012.

“Stuff Happens”: British Political Drama Today

E. Redling

BLOCKSEMINAR, AS Room 108

Thu, 12.12.2013	6:15 – 7:45
Sat, 11.01.2014	10:00 – 6:00
Sat, 18.01.2014	10:00 – 6:00
Sat, 25.01.2014	10:00 – 6:00

Although in the western world our age may generally be regarded as an “Era of Disengagement” (Howe Kritzer 218), there are certain events – such as 9/11 and 7/7 as well as the issues of globalisation, the financial crisis and multiculturalism – which appear to have kindled a renewed interest in political engagement as well as political drama. Quite a number of recent British plays “challenge[...] indifference to politics by articulating issues of great immediacy in forms that signal their urgency” (*ibid.*). In this course the focus will lie on political plays in Great Britain. However, the term ‘politics’ has frequently acquired such a widened meaning that it includes national and global topics as well as e.g. social and economic issues. Thus, in this course we will look at plays which address such diverse topics as the War in Iraq, the Israel-Palestine conflict, the lives of ethnic minorities living in England, problems associated with the National Health Service and the bursting of the financial bubble. Please note that this is a block seminar which has the following requirements: a presentation and a term paper.

Texts:

Please buy and read before the beginning of the course:

- Hare, David. *Stuff Happens*. London: Faber & Faber, 2006. (ISBN 978-0571234066)
- Rickman, Alan and Katharine Viner (eds.). *My Name is Rachel Corrie*. New York: Theatre Communications Gr., 2006. (ISBN 978-1559362962)
- tucker green, debbie. *Random*. London: Nick Hern, 2012. (ISBN 978-1848421059)
- Penhall, Joe. *Blue/Orange*. New York: Dramatists Play Service, 2003. (ISBN 978-0822219354)
- Prebble, Lucy. *Enron*. London: Methuen, 2009. (ISBN 978-1408124673)

Suggested further reading:

- Howe Kritzer, Amelia. *Political Theatre in Post-Thatcher Britain: New Writing: 1995-2005*. Basingstoke: Palgrave Macmillan, 2008.
- Middeke, Martin, Peter Paul Schnierer and Aleks Sierz (eds.). *The Methuen Drama Guide to Contemporary British Playwrights*. London: Methuen, 2011.
- Sierz, Aleks. *Rewriting the Nation: British Theatre Today*. London: Methuen, 2011.

The Historical Novel

Dr. P. Löffler

Mon, 11:15 – 12:45

AS Room 108

In this course we will trace the history and social function of the 'historical novel' since its beginnings in the early 19th century. In addition to a number of shorter essays, our main focus will be on five major American novels: James Fenimore Cooper *The Last of the Mohicans* (1826), Henry Adams *Democracy* (1880), John Dos Passos *Manhattan Transfer* (1925), Robert Coover *The Public Burning* (1976), Philip Roth *The American Pastoral* (1997).

The amount of reading in this class will be intense, but the reward will be a comprehensive overview of the historical novel as it emerged in the US (inspired by Walter Scott) during the ante-bellum period and then evolved throughout the decades up until postmodernism and beyond.

Texts:

- James Fenimore Cooper *The Last of the Mohicans* (Signet Classics)
- Henry Adams *Democracy* (Penguin Classics)
- John Dos Passos *Manhattan Transfer* (Penguin Modern Classics)
- Robert Coover *The Public Burning* (Grove Press)
- Philip Roth *The American Pastoral* (Vintage Books)

All other texts will be accessible via Moodle

Course requirements: regular and active class participation, oral presentation, term paper

Cyborgs in America

Dr. H. Jakubzik

Wed, 11:15 – 12:45

AS Room 333

We will approach US American fantasies about the human body (with its shortcomings, its frailty, and the myriad possibilities for its enhancement) from two directions: philosophical, sociological and scientific texts (Lacan, Kristeva, Foucault, Haraway, Warwick, Kurzweil) will provide set of correlations between society, science, power, and the human body.

Then we will research popular phenomena and look at short stories, comics, film, music, track their development in the last 100 years up to recent trends -- the smartphone in our pockets, smart glasses and watches, body logging and body hacking.

Texts: A reader with the relevant theoretical texts will be provided by the beginning of September.

Alma Matters: British University Novels

Priv.-Doz. Dr. B. Hirsch

Tue, 4:15 – 5:45

AS Room 113

This course aims at investigating the genre of the British campus novel, i.e. narratives which are largely set in universities and depict the life, politics, and relationships of academic staff and students. By studying two classic campus novels and one more recent manifestation of the genre we shall find out what happens when universities, academics, and their discourses become the object of literature.

Taken together, Malcolm Bradbury's *Eating People Is Wrong* (1959), David Lodge's *Nice Work* (1988), and Zadie Smith's *On Beauty* (2005) cover a period of almost half a century and thus allow for an exploration of the continuities and discontinuities of university fiction.

Texts: All participants are expected to have purchased and made themselves familiar with the three novels in the following editions:

- Bradbury, Malcolm, *Eating People Is Wrong*. Picador.
- Lodge, David, *Nice Work*. Penguin.
- Smith, Zadie, *On Beauty*. Penguin.

Further Reading:

- Bevan, David (ed.), *University Fiction*. Amsterdam et al., 1990.
- Bosco, Mark (ed.), *Academic Novels as Satire*. Lewiston et al., 2007.
- Carter, Ian, *Ancient Cultures of Conceit: British University Fiction in the Post-War Years*. London et al., 1990.
- Showalter, Elaine, *Faculty Towers: The Academic Novel and Its Discontent*. Oxford et al., 2005.
- Womack, Kenneth, "Academic Satire: The Campus Novel in Context", in: *Brian W. Shaffer (ed.), A Companion to the British and Irish Novel 1945-2000*. Malden, 2005.

Americans in Europe: Transatlantic Reflections

Priv.-Doz. Dr. M. Peterfy

Mon, 2:15 – 3:45

AS Room 114

Once the former British Colonies in North America had come to the conclusion that their future promise in life (and history) lay in the foundation of a new and independent national state, the question of what the distinguishing character of this new society should be became a prominent subject of reflection. In this seminar, we will look at texts which explore this question by comparing the US directly or indirectly to various European societies and cultures. "Our" authors went to Europe and wrote about their experiences and impressions, looking at European countries with American eyes. Beside two novels, Henry James's *Daisy Miller* and Hemingway's *The Sun Also Rises*, we will look at a selection of shorter texts, such as poems, essays, and autobiographical writings, complemented by some cinematic material. The material discussed is useful for both didactic and research purposes. A specific individual focus can be selected in the seminar paper. Additional requirements are

a short presentation, regular attendance and preparation of the class assignments.

Texts: The shorter texts will be available in a Reader by September 30.

Please read the longer texts before the semester starts in the following editions (it is important that you buy these editions as there are different versions of the texts):

- Henry James, *Daisy Miller and An International Episode* (Oxford World's Classics). Ed. Adrian Poole. Oxford UP, 2013.
- Ernest Hemingway, *Fiesta: The Sun Also Rises*. London: Arrow Books, 2004.

Literature and Film: Jane Austen, Mansfield Park

Dr. K. Hertel

Thu, 4:15 – 5:45

AS Room 113

How often have you been to the cinema and, after watching an adaptation of a well-known literary text, bemoaned the fact that the film was 'not good', not very close to the original, not near to what you had imagined it might or should be like? Here we are already at the centre of a discussion concerning the question: what makes a good adaptation and how important is it for film as an independent genre and art form to be 'close' to any given source text? In the course of the semester we will be dealing with all of these and further questions concerning the art of adaptation by combining the close reading of the literary text with the analysis of the respective text-to-screen adaptations.

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

After an excursion into the world of film studies, film semiotics and the 'basic tools' for film analysis, we will finally analyse two film versions chosen for this course: *Mansfield Park* dir. by Patricia Rozema, starring Hannah Taylor-Gordon and Amelia Warner (1999) and the BBC-version starring Bernard Hepton and Anna Massey (1983).

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

And for those who would like to prepare in advance for the aspects of film analysis and adaptation three books can be recommended: J. Monaco, *How to Read a Film* (2000), Korte, *Einführung in die systematische Filmanalyse* (2000/2004) & D. Cartmell & I. Whelehan, *Adaptations. From Text to Screen, Screen to Text* (1999).

Course requirements: Regular attendance, active participation, oral presentation and written term paper.

Australian Literature and Culture

Dr. H. Grundmann

Wed, 9:15 – 10:45

AS Room 116

This introduction to the literature and culture of Australia focuses on twentieth-century fiction, poetry and film. Apart from discussing the formation of Australian national identity, the relationship between Australia and Britain, and the early history of the penal system, we shall also focus on the culture and suffering of the Aboriginal peoples of Australia. We shall read David Malouf's *Remembering Babylon*, short stories by Peter Carey as well as poems by Banjo Paterson ("Waltzing Matilda"), Henry Lawson and Kath Walker (Oodgeroo Noonuccal). Films dealing with Australian national culture and the fate of the Aborigines, such as *Gallipoli* and *Rabbit-Proof Fence* are also included.

Texts: Please purchase David Malouf, *Remembering Babylon* (London, 1994). All other texts will be provided.

Course requirements: Referat, sowie Klausur oder Hausarbeit

4.8 Proseminar I Kulturwissenschaft (anwendungsorientiert)/ Landeskunde

5 LP

Lehramtsstudierende können hier einen Landeskundeschein erwerben.

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

British Institutions - A History (1835-2010)

M. Shiels

Wed, 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. This course is useful for future teachers of English. It is only open to students who need the Schein. Attendance of the first session is essential.

Texts: Materials for study and preparation will be distributed during the sessions

Course requirements: Regular attendance from day one, an oral presentation and a written homework assignment - in English, of course.

'Fictions of memory' – Literary representations of memory and remembering

S. Frink

Tue, 11:15 – 12:45

AS Room 113

Description see page 27.

Emigration and the Irish

D. O'Brien

Thu, 11:15 – 12:45

AS Room 108

Emigration has been part and parcel of Irish life and history from earliest times. It begins with the Irish *peregrini* in early medieval times, who brought the light of learning to Europe in the Dark Ages, and continues with *The Flight of the Earls* and *The Wild Geese* in the 17th century, who left the country due to political upheavals, with the former heralding the end of Gaelic society in Ireland. Modern emigration is considered to begin with the starving masses who fled Ireland to America and Australia after the *Great Famine* in the 19th century, and their tradition was continued by the modern emigrants to Britain in the 1950's and to Europe and the States in the 1980's. Emigration had, until the mid 1990s, been considered a tradition and, at times, a necessary evil in Ireland. With the advent of the *Celtic Tiger*, this all changed and, for the first time in its history, Ireland became a land of immigration (and a land of racism and discrimination). Sadly, with the demise of the Celtic

Tiger and the recent banking and economic crisis, emigration has become part of daily life in contemporary Ireland once again. This course will examine the political, social and religious reasons for emigration against the background of Irish history. How the emigration experience has been documented in music, song, and film will also be briefly highlighted.

Texts:

- Coogan, Tim Pat (2000). *Wherever the Green is Worn: The Story of the Irish Diaspora*. London: Hutchinson.
- Culligan, Matthew, J., P. Cherici (2000). *The Wandering Irish in Europe*. Their Influence from the Dark Ages to Modern Times. London: Constable.
- Ferriter, Diarmaid (2004). *The Transformation of Ireland, 1900-2000*. London: Profile Books.
- Fitzgerald, Patrick & Brian Lambkin (2008). *Migration in Irish history, 1607 – 2007*. Basingstoke: Macmillan.
- Foster, R.F. (1989). *The Oxford Illustrated History of Ireland*. Oxford: OUP.
- Hourihane, Ann Marie (2000). *She moves through the boom*. Dublin: Sitric Books.
- King, William (2008). *Leaving Ardglass*. Dublin: Lilliput Press.
- King, William (April 2013). *Is That all There Is?*. Dublin: Lilliput Press.
- Mackay, James P. (ed.) (1994). *The Cultures of Europe. The Irish Contribution*. Belfast: The Queen's University of Belfast: The Institute of Irish Studies.
- O hÉithir, Brendan (1987). *This is Ireland. Its People, Politics, History and Culture*. Dublin: The O'Brien Press.
- O'Connor, Joseph (2003). *Star of the Sea*. London: Vintage.
- O'Connor, Joseph (2008). *Redemption Falls*. London: Vintage.
- O'Toole, Fintan (1999). *The Irish Times Book of the Century*. Dublin: Gill and Macmillan.
- Percival, John (1995). *The Great Irish Famine. Ireland's Potato Famine 1845–1851*. London: BBC Books.
- Woods, Peter (2003). *Hard Shoulder*. Dublin: New Island.

The Harlem Renaissance in Word and Image

Priv.-Doz. Dr. M. Peterfy

Tue, 11:15 – 12:45

AS Room 110

In the 1920s, Harlem, a former suburb, and now neighborhood, of New York City, became a vibrant center of black cultural activity. Music, theater, painting and above all literature contributed to a rich cultural life, in which African Americans created new forms of expression. In this seminar, we will look at a number of texts dealing with the phenomenon. Both future teachers and BA students will become familiar with central themes and topics of the Harlem Renaissance, while they pursue their individual interests in seminar papers. Additional requirements are a short presentation, regular attendance and preparation of the assigned texts.

Texts: Please buy the following reader: David Levering Lewis, ed. *The Portable Harlem Renaissance Reader*. Harmondsworth: Penguin Books, 1995.

American Humor in the 20th Century

Dr. S. Bloom

Mon, 9:15 – 10:45

AS Room 108

"A joke is the shortest literary form. For those who do not understand jokes, one writes novels." - Alexander Drozdzyński (19925-81)

The focus of this course will be on American jokes. We will examine them for what they can teach us about American culture. In addition, even students who understand jokes will be asked to read two novels (selected from a list) in which humor is an important element.

4.9 Proseminar I Kulturwissenschaft (theoretisch)

5 LP

American Literary Naturalism

Dr. P. Löffler

Thu, 9:15 – 10:45

AS Room 108

Description see page 25.

The Role of Media in American Culture

Priv.-Doz. Dr. M. Peterfy

Tue, 4:15 – 5:45

AS Room 115

“The medium is the message“ is the famous slogan by the philosopher and cultural critic Marshall McLuhan which captures a great deal about how we see modern communications systems and the public sphere of culture and politics. For the development of the United States, even from the earliest days, media (books, newspapers, radio, TV, internet, social media) have played an active and even self-conscious role. In this course, we will be exploring McLuhan’s slogan, examining the ways that media have reflected and defined the structure of public discourse. The course will have as strong research component, but will also certainly be useful for students who are anticipating a teaching career, who want to develop their understanding of this. The course finishes with a final test.

Texts: A Course Reader will be available for sale as of the beginning of the semester.

4.10 Proseminar II Kulturwissenschaft/Landeskunde

6 LP

The Tragic Mulatto

C. Burmedi

Mon, 9:15 – 12:45

AS Room 110.

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

“Stuff Happens”: British Political Drama Today

E. Redling

BLOCKSEMINAR, AS Room 108

Thu, 12.12.2013 6:15 – 7:45

Sat, 11.01.2014 10:00 – 6:00

Sat, 18.01.2014 10:00 – 6:00

Sat, 25.01.2014 10:00 – 6:00

Description see page 32.

Landmarks in the History of Linguistic Thought

Dr. M. Isermann

Mon, 4:15 – 5:45

AS Room 114

The course provides a survey of classical texts on language in the Western tradition, among them Plato, Aristotle, the Bible, Locke, Humboldt, plus some of the major authors in Modern linguistics. The aim is to show both the continuity of some major themes (such as the arbitrariness of verbal signs, the role of language in human society) and the change of direction in linguistic thinking in the Modern era towards more cognitive-oriented approaches.

A reader containing excerpts (or translations) from the original texts and background reading material will be available by the beginning of term.

Students with a linguistic background may also obtain credit for PS II Cultural Studies and for EPG II.

Texts:

- Harris, Roy & Talbot J. Taylor (eds.). 1997. *Landmarks in Linguistic Thought*. The Western Tradition from Socrates to Saussure. London: Routledge.
- Joseph, John E., Nigel Love & Talbot J. Taylor. 2001. *Landmarks in Linguistic Thought II*. The Western Tradition in the Twentieth Century. London: Routledge.

Cyborgs in America

Dr. H. Jakubzik

Wed, 11:15 – 12:45

AS Room 333

Description see page 33.

5 Hauptseminare

8 LP

5.1 Hauptseminare Sprachwissenschaft

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

Grammar in Context

Prof. Dr. M. Mahlberg

BLOCKSEMINAR, Room t.b.a.

Thu, 24.10.2013	2:00 – 6:00
Fri, 25.10.2013	2:00 – 6:00
Wed, 6.11.2013	2:00 – 6:00
Thu, 7.11.2013	2:00 – 6:00
Fri, 8.11.2013	2:00 – 6:00
Thu, 19.12.2013	2:00 – 6:00
Fri, 20.12.2013	2:00 – 6:00

The module examines approaches to the description of patterns and structures of the English language. It introduces different grammatical models with a focus on the relationship between patterns and meanings in context. The module will explore differences between grammatical descriptions of spoken and written language, it will investigate the interplay of lexis and grammar, and it will ask what kind of generalizations about the English language can usefully form the basis for reference grammars. The module gives particular emphasis to approaches that are informed by evidence of language use and it will explore the applicability of these approaches to examples of language in context.

This seminar is taught in three blocks:

- 1) Thu 24 Oct and Fri 25 Oct 2 - 6pm
- 2) Wed 6 Nov, Thu 7 Nov, Fri 8 Nov 2 - 6pm
- 3) Thu 19 Dec, Fri 20 Dec 2 - 6pm

Students are expected to prepare readings and small tasks for each of these blocks.

Details will be available from the Departmental webpage in August.

Course requirements: Classroom presentation and 5,000-word essay.

Registration: Use the following email address Kursanmeldung-Busse@as.uni-heidelberg.de.

Corpus Linguistics

Prof. Dr. M. Mahlberg

BLOCKSEMINAR, Room t.b.a

Thu, 24.10.2013	9:00 – 1:00
Fri, 25.10.2013	9:00 – 1:00
Wed, 6.11.2013	9:00 – 1:00
Thu, 7.11.2013	9:00 – 1:00
Fri, 8.11.2013	9:00 – 1:00
Thu, 19.12.2013	9:00 – 1:00
Fri, 20.12.2013	9:00 – 1:00

Corpus linguistics is a relatively recent field of linguistics with its development being closely linked to developments in computing. Corpus linguistics investigates language on the basis of electronically stored samples of naturally occurring language. When such samples are collected and stored in a principled way in order to address linguistic questions, we talk about a 'corpus'. Corpora can contain written language e.g. from newspapers, textbooks, novels, leaflets, essays written by language learners etc. as well as transcriptions of spoken language, e.g. from conversations, classroom discourse, interviews, TV-shows. The empirical basis of corpus linguistics has two main implications for the questions the linguist aims to investigate. Firstly, by using natural data corpus linguistics emphasizes the social dimension of language. The texts in a corpus are texts that are used by people to interact. In contrast to made-up examples, they are linked to real communicative situations. So corpus linguistics can contribute to the investigation of what people do with language and how they view the world. Secondly, corpus data is stored electronically in a format that allows further processing with computer tools. The data can be searched and displayed in a number of ways, and the computer makes it possible to easily count words. Thus a key feature of corpus linguistics is the quantitative investigation of linguistic phenomena. This seminar will introduce basic methods and approaches in corpus linguistics. At the end of the module students will be able to produce a small-scale research project on a topic of their own choosing.

This seminar is taught in three blocks:

- 1) Thu 24 Oct and Fri 25 Oct 9am - 1pm
- 2) Wed 6 Nov, Thu 7 Nov, Fri 8 Nov 9am- 1pm
- 3) Thu 19 Dec, Fri 20 Dec 9am - 1pm

Students are expected to prepare readings and small tasks for each of these blocks.

Details will be available from the Departmental webpage in August.

Assessment: Classroom presentation and 5,000-word corpus project.

Registration: Use the following email address: Kursanmeldung-Busse@as.uni-heidelberg.de

Landmarks in the History of Linguistic Thought

Dr. M. Isermann

Mon, 4:15 – 5:45

AS Room 114

Description see page 41.

Language and History in Anglo-Saxon England

Prof. Dr. J. Insley

Thu, 2:15 – 3:45

AS Room 114

It is important to realize that the linguistic development is inextricably bound to the external history of the Anglo-Saxon period. This is especially true in times of upheaval, such as the Anglo-Saxon Conquest of the former Roman province of Britannia or the Viking invasions. Modern research has emphasized the need for an interdisciplinary approach combined the history of the language with historical and archaeological evidence and this is the approach which will be followed in this seminar. We will begin by examining the group of phonological changes which marked the emergence of Old English from its North-West Germanic parent language in the period 300-600 AD. The difficult question of the nature of the contacts between the Anglo-Saxon invaders and the British will be examined in some detail. A major part of the seminar will be devoted to the linguistic contact between Old English on the one side and British, Latin and Old Scandinavian on the other. This will involve extensive analysis of lexical and onomastic evidence. In particular, the place-name evidence will be examined in some detail. Place-names and their typologies are prime sources for linguistic developments and for historical processes in this period. A second major area of interest will be the development of an Old English literary standard in the 10th century in the context of the Benedictine Reform and the achievement of political unity under the house of Wessex. The course will be rounded off by an analysis of the linguistic consequences of the Norman Conquest.

Introductory Texts:

- Margaret Gelling, 1997. *Signposts to the Past: Place-Names and the History of England*. London, 1978; 2nd ed., Chichester.
- Simon Keynes. 1995. 'England, 700-900', in: *The New Cambridge Medieval History* II, ed. Rosamond McKitterick. Cambridge: 18-42.
- Simon Keynes. 1995. 'England, 900-1016', in: *The New Cambridge Medieval History* III, ed. Timothy Reuter. Cambridge: 456-484.
- Hans Frede Nielsen. 1998. *The Continental Backgrounds of English and its Insular Development to 1154*. Odense.

Varieties of English in the Southern Hemisphere

Priv.-Doz. Dr. N. Nesselhauf

Wed, 11:15 – 12:45

AS Room 112

This seminar will be concerned with all the different types of varieties that can be found in the Southern Hemisphere. In addition to the larger first-language varieties of Australian English and New Zealand English, we will also discuss smaller first-language varieties such as

the ones found on some South Atlantic Islands, second-language varieties of English (as used, for example, on some Pacific Islands) and English-based creoles (such as Tok Pisin). Special attention will also be given to the varieties of English used in South Africa. We will cover issues such as the structure and use of these various Englishes, their socio-linguistic and regional distribution, and their historical emergence, and also discuss possible reasons for the similarities of some of the first-language Southern Hemisphere varieties. On a more general level, we will also deal with theories of world Englishes and with the different methodological approaches to the study of varieties. For their seminar papers (deadline 14 March), participants will be expected to carry out an empirical analysis.

Texts: Introductory reading: Schneider, Edgar (2011). *English Around the World*. Cambridge: CUP.

Registration: To register for the course, please send an email to Nadja.Nesselhauf@urz.uni-heidelberg.de, indicating whether you intend to acquire a Schein or participate as a "Gasthörer".

Politeness and Impoliteness Research

Dr. S. Mollin

Fri, 11:15 – 12:45

AS Room 113

This seminar focuses on both politeness (i.e. face-saving verbal behaviour) and impoliteness (face-threatening verbal behaviour) as normal components of everyday speech and writing to equal extents. We will trace the history of the discipline from the classics of politeness theory in the 1970s to the emergence of impoliteness as a research field in its own right in the 2000s. The main focus of this seminar, however, does not lie on theoretical approaches, but on how politeness and impoliteness have been researched in the past and should be researched in the future. We will thus discuss in detail empirical studies that use a multitude of methods: discourse analysis, conversation analysis, corpus linguistics and experimental pragmatics. Politeness and impoliteness strategies and forms will be discussed in different contexts, such as interviews, political debates, private talk, workplace communication, and talent shows.

Students are expected to attend regularly, prepare each session, give an oral presentation on either a theoretical topic or an empirical study, and to write a research report on their own small-scale empirical study on politeness/impoliteness.

Please register via e-mail: sandra.mollin@as.uni-heidelberg.de.

Texts:

- Watts, Richard J. 2003. *Politeness*. Cambridge: Cambridge University Press.
- Culpeper, Jonathan. 2011. *Impoliteness. Using Language to Cause Offence*. Cambridge: Cambridge University Press.

Theories of Metaphor

Dr. F. Polzenhagen

Tue, 11:15 – 12:45

AS Room 333

So all my best is dressing old words new, spending again what is already spent.
(Shakespeare, sonnet 76)

Are metaphor and metonymy just a matter of poetics and of style? Cognitive Linguistics claims that we "live by metaphors", that metaphoric and, closely related, metonymic processes are a major device of human conceptualisation. Largely unnoticed, these processes are pervasively and systematically at work in "everyday" language: Clocks have *hands*, a marriage may be *dead*, in *as time goes by* and *X-mas is coming* TIME is viewed as an OBJECT which moves through space, in *the baby arrived*, *I went through some hard years* and *the old man passed away* LIFE is seen as a JOURNEY...

In the course, we will discuss the initial framework established by Lakoff & Johnson (1980), as well as its often neglected "forefathers" (e.g. Weinrich), some competing models (Searle, Grice, Black) and more recent developments like Blending Theory (Turner & Fauconnier). Within the last two decades, cognitive approaches to metaphor have been fruitfully applied to a broad range of linguistic phenomena and fields of study. In the course, we will review relevant work done on word formation, grammatical constructions, the language of emotion, domain-specific language, ideology in language, the study of style and text linguistics, and expressions of cultural models in regional varieties of English.

Practical Explorations into Cognitive Metaphor and Metonymy

Prof. Dr. Z. Kövecses

BLOCKSEMINAR, AS Room 115

Fri, 18.10.2013	9:00 – 10:30
Fri, 25.10.2013	9:00 – 12:15
Fri, 15.11.2013	9:00 – 12:15
Fri, 29.11.2013	9:00 – 12:15
Fri, 20.12.2013	9:00 – 12:15
Fri, 10.01.2014	9:00 – 12:15
Fri, 31.01.2014	9:00 – 12:15
Fri, 07.02.2014	9:00 – 10:30

This course is aimed at students who have participated in one of Prof. Kövecses classes over the last semesters. It will start with a brief review of central issues in the theory of cognitive metaphor and metonymy. Starting from there, we will dive into practical applications of cognitive metaphor and metonymy in various natural discourse domains. A broad range of empirical studies in the fields of metaphor and culture, metaphor and emotions, metaphor in political discourse and metaphor in health discourse will form the background against which participants will carry out their own small-scale empirical research projects.

The course will be organized as a workshop. After the first introductory sessions, students

will be working in groups on one of the topics mentioned above. Each group is expected to give two presentations: a short report on previous empirical work in their field of interest and, later on in the course, the first results of a pilot study for their practical research paper for discussion in class.

Note: This course takes place in block sessions of two times 90 mins, from 9:00 to 12.15, with a 15 minutes break after the first half, on the following dates:

October 18: Introductory session (90 mins)

October 25; November 15; November 29; December 20; January 10; January 31

February 7: Term paper session (90 mins)

A detailed reading list as well as further information on how the course is organized will be provided in the first session.

Students who have attended Prof. Kövecses' previous courses on cognitive metaphor and metonymy and who are planning to write a BA-, Master-, Staatsexamens- or Magisterarbeit in English (or those who have already started to work on a project in this field) are encouraged to join this course as well as Prof. Kleinke's research colloquium which will be related to this course.

Texts: Recommended introductory texts:

- Kövecses, Zoltán. 2010. *Metaphor. A Practical Introduction*. Oxford UP.
- Radden, Günter and Zoltán Kövecses. 1999. "Towards a theory of metonymy". In: U-K. Panther and G. Radden (eds.), *Metonymy in Language and Thought*. Amsterdam: John Benjamins.

Registration: anmeldung.kovecses@as.uni-heidelberg.de

Course requirements: Regular attendance and active participation in class, oral report 1 and 2, short term paper.

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.

Farce

Prof. Dr. P. Schnierer

Thu, 11:15 – 12:45

AS Room 114

Farce is one of the most peculiar theatrical genres: timeless, omnipresent and despised. We will follow its historical trajectory from Shakespeare's *Comedy of Errors* via Restoration Comedy, 18th-century Satire, the whole 19th-century range from staple fare to Oscar Wilde's later plays, the Aldwych farces of the 1920s and 30s to the politicized (and often gay) farces by Joe Orton, Alan Ayckbourn and the American Terrence McNally. Participants are required to read widely (and early!)

You can register an interest in this class from the moment you read this until 31 August: just send me a mail. 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.

The Troubled Self – Representations of Identity in Literature

Dr. K. Frank

Thu, 11:15 – 12:45

AS Room 112

This seminar sets out to explore different conceptions and literary manifestations of selfhood and identity from the 18th to the 20th century. We will trace the emergence of a modern notion of the self and its development until its deconstruction in postmodernism and the challenging question of postcolonial and multicultural identities. Our discussions will be based on a wide selection of theoretical and literary texts and films including novels from Daniel Defoe's *Robinson Crusoe* to Samuel Beckett's *Murphy*, poetry from John Keats to Sylvia Plath, and short stories from Virginia Woolf to Salman Rushdie.

Texts: A reader will be provided.

Registration: Please register by e-mail (kerstin.frank@as.uni-heidelberg.de)

Multicultural Britain

Dr. C. Lusin

Wed, 4:15 – 5:45

AS Room 112

When British Nigerian artist Chris Ofili redesigned the Union Jack in black, red and green in 2003, he adapted one of the most popular symbols of 'Britishness' to reflect his African heritage. Refashioning this favourite token not only of British nationalists by means of a colour scheme created by black activist Marcus Garvey in the 1920s, Ofili powerfully asserted his 'Black British' identity. The question of what it means to be 'Black' AND 'British' obviously continues to be topical today.

Since the disintegration of the British Empire, immigration from the British Commonwealth has shaped Britain's ethnic and cultural landscape decisively. However, while some aspects of multicultural Britain have become almost universally accepted—think only of the popularity of Indian cuisine!—, others remain highly contested. By 2013, many Britons have come to perceive especially the Muslim presence as an increasing threat, and some actually consider the notion of a 'multicultural' Britain a failure.

In this course, we are going to trace the history of multicultural—or more precisely, multiethnic—Britain from its early stages up to the present. How did multicultural Britain come into being, how did it develop, and what are its special benefits or pitfalls today? How do Black or Asian British dramatists, poets and novelists negotiate the difficult question of 'belonging' in their works? And finally, how can 'Black British' or 'Asian British' identity as well as 'multiculturalism' be adequately conceptualised?

Texts: Zadie Smith, *NW*. London: Hamish Hamilton, 2012. Further texts will be made available in a reader by the start of term.

Registration: Please register by email (Caroline.Lusin@as.uni-heidelberg.de)

Salman Rushdie: Major Writings

Priv.-Doz. Dr. B. Hirsch

Tue, 2:15 – 3:45

AS Room 122

More than two decades have passed since the Ayatollah Khomeini, the then spiritual leader of Iran, declared *The Satanic Verses* "a blasphemy against Islam" and publicly called for the execution of the novel's author. Yet, Salman Rushdie, who has written almost a dozen books in the meantime, is arguably more frequently associated with the notorious *fatwa* affair than being acknowledged as one of the most creative writers of our time.

Accordingly this seminar is intended to make you familiar with the major literary achievements of an Indian diaspora author less read than being talked about. In focussing on selected essays, some short stories, *Midnight's Children* (1981), *The Satanic Verses* (1988) and *Shalimar the Clown* (2005), we shall address influences of oral story-telling and magic realism, analyse correspondences between concepts of history and narrative modes of representation, and, last not least, discuss Rushdie's distinctive blend of postmodernism and postcolonialism.

Texts:

Main Sources:

While being provided with the selected essays and short fiction in a reader, all participants are expected to purchase and read the three Rushdie novels in the Virago edition until the beginning of term.

Further Reading:

- Cundy, Catherine, *Salman Rushdie*. Manchester / New York, 1996.
- Fletcher, D.M. (ed.), *Reading Rushdie: Perspectives on the Fiction of Salman Rushdie*. Amsterdam / Atlanta, 1994.
- Goonetilleke, Devapriya C.R.A., *Salman Rushdie*. New York, 2010.
- Gurnah, Abdulrazak (ed.), *The Cambridge Companion to Salman Rushdie*. Cambridge et al., 2007.
- Hirsch, Bernd, *Geschichte und Geschichten: Zum Verhältnis von Historizität, Historiographie und Narrativität in den Romanen Salman Rushdies*. Heidelberg, 2000.

Course requirements: Regular attendance and active participation in class, oral presentation and end-of-term paper.

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

Prof. Dr. D. Schloss

Thu, 2:15 – 3:45

AS Room 108

Norbert Elias, a German sociologist of Jewish descent, is best known for his study *Über den Prozess der Zivilisation*, first published in 1939. Elias describes the civilizing process as a process of pacification and rationalization: Out of the contest of numerous rivalling

territorial magnates in the late middle ages, a centralized state emerges in early modern times which commands a monopoly in the legitimate use of violence and taxation. This process of state formation goes hand in hand with a change in behavioral standards (refinement of manners) and feelings: While in the earlier stages of the civilizing process, individuals are prone to violence and cooperate only under threat, in the later stages they learn to manage their passions and become socially minded. In Elias's scheme, the democratic state with its highly developed bureaucratic and legal apparatus pre-empts the need for violence establishing ideal conditions for enlightened self-control and peaceful cooperation.

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

In this course we will study works of American literature from both a sociological and an aesthetic perspective: 1) How do these works portray the civilizing process in America? How is the sphere of the state rendered? How do they motivate the breakdown of civilized forms of behaviour? 2) How do these works represent the "spaces of decivilization"? Why are these spaces so attractive to enlightened, democratic audiences?

Our examples will be taken from different periods of American literature: Among the works to be studied (some in excerpts) are: "A Narrative of the Captivity ... Of Mrs. Mary Rowlandson" (1682); Benjamin Franklin, *Autobiography* (Part II, 1784); Jean de Crèvecoeur, *Letters of an American Farmer* (1782); Charles Brockden Brown, *Wieland* (1798); James Fenimore Cooper, *The Last of the Mohicans* (1826); Richard Wright, *Native Son* (1940); Chuck Palahniuk, *Fight Club* (1996), and Cormac McCarthy, *The Road* (2006). A couple of films will also be included in our discussion.

Texts: A folder with background reading material (Elias, Turner, Mennell, Slotkin) will be made available through Moodle2. The texts by Rowlandson, Franklin, and Crèvecoeur can be found in the *Norton Anthology of American Literature*, Vol. A. Inexpensive paperback editions of the other works are available (*Wieland* - Penguin; *Mohican* – Penguin; *Native Son* – Vintage; *Fight Club* – Vintage; *The Road* - Macmillan, *Watchman* - DC Comics). Introductory reading: Richard Slotkin, *Regeneration Through Violence: The Mythology of the American Frontier, 1600-1860*.

6 Master-Kolloquium

Recent Trends in English Studies

Prof. Dr. B. Busse et al.

Tue, 1:15 – 2:00

AS Room 112

For M.A.-students (of both literature and linguistics) only.

Registration: Please register online with kursanmeldung-busse@as.uni-heidelberg.de.

7 Examensvorbereitung/Kolloquien

7.1 Sprachwissenschaft

Colloquium

Prof. Dr. B. Busse

Tue, 9:15 – 10:45

NUni HS 12a

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

Registration: Please send a message to kursanmeldung-Busse@as.uni-heidelberg.de.

Colloquium for Exam Candidates

Prof. B. Glauser

Tue, 2:15 – 3:45

AS Room 333

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.

Colloquium for Exam Candidates

Priv.-Doz. Dr. N. Nesselhauf

Wed, 9:15 – 10:45

AS Room 112

This course is intended to assist students in preparing for the oral part of the Staatsexamen. We will discuss the choice of suitable topics and literature and revise basic linguistic knowledge. Also, we will cover the different areas of specialization of the participants and practice possible exam questions.

Registration: Please send an email to Nadja.Nesselhauf@urz.uni-heidelberg.de.

The Structure of Present-Day English

Dr. M. Isermann

Tue, 6:00 – 7:30

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.

Please sign up on the list on my door (325). Priority is given to those who are taking the Structure of PDE Klausur in the Staatsexamen directly after the end of term.

Note: There will be a one-hour Übung accompanying the course on Fridays, 11-12.30 h, and, possibly, another one to be arranged in class.

Texts: A reader may be obtained from the Copy Corner. Additional course material can be downloaded from Moodle2.

Colloquium for Exam Candidates

Prof. Dr. S. Kleinke

Thu, 11:15 – 12:45

AS Room 110

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

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

Weitere Literaturhinweise in der ersten Sitzung.

Registration: E-mail an Sonja.Kleinke@as.uni-heidelberg.de.

Research Colloquium

Prof. Dr. S. Kleinke

Wed, 6:15 – 7:45

AS Room 112

This seminar is aimed at students at the end of their *Hauptstudium* who are planning to write a BA-, Master-, *Staatsexamens-* or *Magisterarbeit* in English (or those who have already started to work on a project). It offers writers of theses and dissertations a forum for presentation and discussion of their work-in-progress. In addition, we will be looking at how linguistic projects are best organized and discuss current research issues including both

methodological and theoretical concerns wherever possible. This semester, the course will be held as a joint course between Prof. Kövecses (technically linked to his HS 'Practical explorations into cognitive metaphor and metonymy') and myself to account for students who have attended Prof. Kövecses's classes and want to write their final thesis in the area of cognitive metaphor and metonymy.

N.B.: A detailed seminar plan and how the courses will be linked technically will be passed around before the first session via E-Mail.

Registration: You can register for this class during my office hours (preferred) **and** by e-mail at Sonja.Kleinke@as.uni-heidelberg.de.

No credits/*Kein Scheinerwerb* for this part of the joint course. Regular credits can be obtained in Prof. Kövecses's HS by all students attending it as a full course.

7.2 Literaturwissenschaft

Preparing for the Final Exam

Prof. Dr. D. Schloss

Tue, 4:15 – 5:45

AS Room 112

Das Kolloquium besteht aus 8 doppelstündigen Sitzungen und dient der Vorbereitung mündlicher und schriftlicher Magister- und Staatsexamensprüfungen mit einem Schwerpunkt in der Amerikanistik. Das Rahmenthema der Staatsexamensklausur I/2014 ist "The Literature of the Early American Republic". Anhand von Beispieltexen wird die schriftliche Prüfung geübt.

Die Erörterung der Epochen der amerikanischen Literatur- und Kulturgeschichte anhand von Werkbeispielen ist ein weiterer Programmpunkt. Darüber hinaus orientiert sich die Diskussion an den mündlichen Schwerpunktthemen der Teilnehmer. Der Termin der ersten Sitzung wird Anfang des Wintersemesters bekannt gegeben.

Examenskolloquium

Prof. Dr. P. Schnierer

Mon, 11:15 – 12:45

AS Room 112

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 die individuelle Beratung bei der Konzeption Ihrer Prüfungsthemen.

Registration: Anmeldung ab sofort per Email an pps@urz.uni-heidelberg.de.

7.3 Sprachpraxis

Translation into English

K. Henn Mon, 4:15 – 5:45 AS Room 122

D. O'Brien Tue, 11:15 – 12:45 AS Room 112

This course will prepare you for Klausur I of the Staatsexamen. We will go through a past exam each week, and you will have the opportunity to have homework marked and graded on a regular basis. The course will conclude with a mock exam.

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

Registration: Registration is through SignUp only.

8 Oberseminare

8.1 Oberseminar Literaturwissenschaft

Prof. Dr. P. Schnierer

Thu, 6:15 – 7:45

AS Room 112

Dieses Oberseminar steht vorrangig Studierenden offen, die Qualifikationsschriften jenseits der Bachelorstufe verfassen: Zulassungsarbeiten, Masterarbeiten und Doktor-Dissertationen. Wir werden uns, ausgehend von Ihren Forschungen, mit aktuellen Problemen der Literaturwissenschaft beschäftigen und dabei auch die Literaturproduktion der Gegenwart verfolgen. Ich bitte um persönliche Anmeldung, entweder in einer meiner Sprechstunden oder per Email.

9 Fachdidaktik

5 LP

Methodology I

H. Weißling	Tue, 9:15 – 10:45	AS Room 113
I. Sikora-Weißling	Thu, 2:15 – 3:45	AS Room 115
I. Sikora-Weißling	Thu, 4:15 – 5:45	AS Room 115

I. Sikora-Weißling

BLOCKSEMINAR, AS Room 122

Fri, 11.10., 2:00 – 6:00

Sat, 12.10., 9:00 – 5:00

Fri, 18.10., 2:00 – 6:00

Sat, 19.10., 9:00 – 5:00

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

Das Fachdidaktik - Modul 1 orientiert sich an den Inhalten und Erfordernissen des Schulpraxissemesters:

- den theoretische Grundlagen zum Fremdspracherwerb und -lernen, der Didaktik und Methodik des kompetenzorientierten und kommunikativen Englischunterrichts wie Sprachtätigkeiten, sprachliche Mittel, interkulturelle Kompetenz, Lernstrategien
- den Grundlagen der Beobachtung, Planung, Durchführung und Reflexion von Englischunterricht
- den Methoden und Medien im Fremdsprachenunterricht

Texts: Lehrwerke werden gestellt

Course requirements: Erwartet wird die Bereitschaft, fachwissenschaftliche Inhalte funktional mit fachdidaktischen Fragestellungen zu verbinden. Regelmäßige Anwesenheit, aktive Teilnahme, eine Hausarbeit von ca. 10 Seiten oder ein gehaltenes Referat und dessen schriftliche Zusammenfassung. Eine Sitzung wird durch einen Unterrichtsversuch an einer Schule der Region ersetzt.

10 Sprachpraxis

10.1 Pronunciation Practice BE

1 LP

A. Benner	Tue, 08:15 – 9:00	ZSL 320
A. Benner	Tue, 9:15 – 10:00	ZSL 320
A. Benner	Tue, 10:15 – 11:00	ZSL 320
A. Benner	Tue, 11:15 – 12:00	ZSL 320
A. Benner	Tue, 2:15 – 3:00	ZSL 320
A. Benner	Tue, 3:15 – 4:00	ZSL 320

This is a class in the language lab which aims at improving your English pronunciation. As it is largely based on the theoretical knowledge you acquire in the lecture “Introduction to English Phonology and Phonetics”, it should be taken in the same semester as the lecture, but certainly not before the lecture. The Schein that you receive for passing this class is the so-called "Aussprachetest." You have to sign up online for either British English (BE) or American English (AE) classes before the start of the semester in order to obtain a place. Please note that you will lose your place in this course if you do not attend the first session **(N.B.: courses start in the 1st week of the semester)**.

10.2 Pronunciation Practice AE

1 LP

S. Isaak	Thu, 11:15 – 12:00	ZSL 320
S. Isaak	Thu, 12:15 – 1:00	ZSL 320
S. Isaak	Thu, 1:15 – 2:00	ZSL 320
S. Isaak	Thu, 2:15 – 3:00	ZSL 320
S. Isaak	Thu, 3:15 – 4:00	ZSL 320

This is a class in the language lab which aims at improving your English pronunciation. As it is largely based on the theoretical knowledge you acquire in the lecture “Introduction to English Phonology and Phonetics”, it should be taken in the same semester as the lecture, but certainly not before the lecture. The Schein that you receive for passing this class is the so-called "Aussprachetest." You have to sign up online for either British English (BE) or American English (AE) classes before the start of the semester in order to obtain a place. Please note that you will lose your place in this course if you do not attend the first session **(N.B.: courses start in the 1st week of the semester)**.

10.3 Grammar/Tense and Aspect

3 LP

K. Henn	Mon, 2:15 – 3:45	AS Room 122
K. Pfister	Mon, 11:15 – 12:45	AS Room 114
C. Burmedi	Tue, 9:15 – 10:45	AS Room 122
K. Henn	Tue, 4:15 – 5:45	AS Room 114
D. O'Brien	Wed, 9:15 – 10:45	AS Room 122
K. Pfister	Thu, 9:15 – 10:45	AS Room 114

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

10.4 Grammar/Tense and Aspect for Repeat Students

3 LP

C. Burmedi	Fri, 9:15 – 10:45	AS Room 122
C. Burmedi	Fri, 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.

10.5 Writing/Essential Skills for Writing

3 LP

W. Ledbetter	Mon, 9:15 – 10:45	AS Room 112
W. Ledbetter	Mon, 11:15 – 12:45	AS Room 115
D. O'Brien	Tue, 9:15 – 10:45	AS Room 116
K. Henn	Tue, 11:00 – 12:30	AS Room 122
K. Henn	Tue, 2:15 – 3:45	AS Room 114
W. Ledbetter	Thu, 9:15 – 10:45	AS Room 116
K. Henn	Thu, 2:15 – 3:45	AS Room 116
D. O'Brien	Fri, 11:15 – 12:45	AS Room 116

This is a pre-essay-writing course in which you will learn to compose well-structured and varied sentences. The course will deal with coordination and subordination, non-finite and verbless clauses, relative clauses and the noun phrase, and thematization. Emphasis will be placed on both analysis and production. Exercise types will include error detection and correction and elementary paragraph production. **New LA students should have passed Tense & Aspect to register for this course! 75% BA students are advised to take Tense & Aspect before registering for this course.**

Course requirements: 3 Leistungspunkte (regular attendance: 1 LP, homework time: 1 LP, exam: 1 LP)

10.6 Translation into English/Structure and Idiom

3 LP

W. Ledbetter	Mon, 2:15 – 3:45	AS Room 108
W. Ledbetter	Mon, 4:15 – 5:45	AS Room 108
K. Pfister	Tue, 9:15 – 10:45	AS Room 112
K. Pfister	Tue, 11:15 – 12:45	AS Room 116
B. Gaston	Wed, 2:15 – 3:45	AS Room 108
B. Gaston	Wed, 4:15 – 5:45	AS Room 122
A. Mau	Thu, 9:15 – 10:45	AS Room 110
K. Henn	Thu, 11:15 – 12:45	AS Room 116
A. Mau	Thu, 4:15 – 5:45	AS Room 116

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

Course requirements: 3 Leistungspunkte (regular attendance: 1 LP, homework time: 1 LP, exam: 1 LP)

10.7 English in Use

3 LP

Business English

K. Zawatzky	Mon, 11:15 – 12:45	AS Room 122
-------------	--------------------	-------------

This course will cover the business topics of jobs and careers, management and marketing and cultural awareness as well as placing a special emphasis on perfecting business communication skills: telephoning, meetings and negotiations and social English.

Vocabulary and Idiom

D. O'Brien	Thu, 9:15 – 10:45	AS Room 112
------------	-------------------	-------------

The aim of this course is to help you expand and enrich both your active and passive vocabulary in English. You will begin by familiarizing yourselves with your dictionaries and then go to look at such areas as *word formation*, *semantic fields*, *phrasal verbs*, *false friends*,

and *register and style*. In addition, we will deal with various topic areas each work (for example: *politics, personal finance, books, the media, education, health, and sport* to mention just a few) by means of exercises and newspaper articles. The emphasis of the course will be on practical work – you will be confronted with a myriad of exercises to do at home and in class.

If you enjoy words and language, if you are the type of person who get 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.

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

KISS – Professional Presentation and Meeting Skills

K. Gunkel

Fri, 8:30 – 10:00

AS Room 108

KISS (Keep It Short and Simple) aims at developing your confidence and clarity when delivering presentations in English for different professional settings. You will learn phrases typically used to get started, to make transitions, to refer to slides, and to end your presentation effectively. You will learn also how to chair meetings or conferences effectively by applying powerful moderation techniques for utilizing the competence of all participants within a productive atmosphere.

Assessment: two 5-minute presentations; and one 15-minute end-of-term presentation. Participants are expected to chair and/or participate in a mock meeting and give constructive impromptu feedback to their fellow students.

Course requirements: PowerPoint/Keynote. Please bring your own laptop or tablet computer.

10.8 Advanced Writing/Academic Essay Writing

4 LP

Teilnahmevoraussetzungen:

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.

Academic Essay Writing Lecture

C. Burmedi

Tue, 11:15 – 12:45

NUni HS 07

This course consists of a lecture and an online class.

The lecture portion of the course will introduce strategies for approaching a variety of academic papers. It will cover tools such as outlines and game plans so that your papers can be clearly structured, and proofreading and editing tips to help you polish your work.

In addition to the lecture, you will be assigned to a Moodle section where the principles enumerated in the lecture can be practiced. Here you will have the opportunity not only to hone your own skills as a writer, but to practice effectively evaluating other students' writing.

After completing the course, you will be prepared to write the kinds of academic essays most often required for university courses as well as on essay examinations.

10.9 Stylistics/Grammar and Style II

4 LP

Course requirements: Regular attendance, active participation, regular homework assignments, final essay.

Exposition and Argumentation

D. Stewart	Tue, 9:15 – 10:45	AS Room 110
B. Gaston	Tue, 2:15 – 3:45	AS Room 112
D. O'Brien	Tue, 4:15 – 5:45	AS Room 122
D. Stewart	Thu, 4:15 – 5:45	AS Room 333

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').

Description and Narration

C. Burmedi	Thu, 9:15 – 10:45	AS Room 122
C. Burmedi	Thu, 11:15 – 12:45	AS Room 122

The intention of this course is to enable students to understand and produce descriptive and narrative texts. We will start with description, focusing on theatrical reviews as our prime example. We will then move on to narration, which uses description as one of many elements to tell a story or narrate an event. In order to illuminate these principles, texts such as fables, fairy tales and ballads will be examined, translated and produced throughout the semester.

B. Gaston	Mon, 11:15 – 12:45	AS Room 333
B. Gaston	Mon, 2:15 – 3:45	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, texts such as fables and ballads will be examined, translated and produced throughout the semester.

10.10 Exposition and Argumentation

4 LP

Only for Staatsexamen and BA students who began their studies in winter 2010/11 or later (or who switch to the new Prüfungsordnung). All other students please look at "Stylistics".

Teilnahmevoraussetzungen:

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

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.

D. Stewart	Tue, 9:15 – 10:45	AS Room 110
B. Gaston	Tue, 2:15 – 3:45	AS Room 112
D. O'Brien	Tue, 4:15 – 5:45	AS Room 122
D. Stewart	Thu, 4:15 – 5:45	AS Room 333

Description see page 64.

10.11 Description and Narration

4 LP

Only for Staatsexamen and BA students who began their studies in winter 2010/11 or later (or who switch to the new Prüfungsordnung). All other students please look at "Stylistics".

Teilnahmevoraussetzungen:

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

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.

C. Burmedi	Thu, 9:15 – 10:45	AS Room 122
------------	-------------------	-------------

C. Burmedi	Thu, 11:15 – 12:45	AS Room 122
------------	--------------------	-------------

Description see page 64.

B. Gaston	Mon, 11:15 – 12:45	AS Room 333
-----------	--------------------	-------------

B. Gaston	Mon, 2:15 – 3:45	AS Room 116
-----------	------------------	-------------

Description see page 64.

10.12 Translation II (E-G)

4 LP

K. Gunkel	Wed, 9:15 – 10:45	AS Room 333
K. Gunkel	Thu, 8:30 – 10:00	AS Room 333
K. Gunkel	Thu, 11:15 – 12:45	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.

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

10.13 Advanced English in Use

4 LP

Latin Elements in English

D. Stewart	Thu, 2:15 - 3:45	AS Room 333
------------	------------------	-------------

Latin has been a major source of and influence on the vocabulary of English throughout its history. This course will provide a systematic introduction to the principles of word analysis, synthesis, and pronunciation of English words of Latin origin. This is a hands-on course, and work will be assigned on a weekly basis. Grades will be based on a series of in-class quizzes, homework assignments, and a final exam.

Exposition and Argumentation

D. Stewart	Tue, 9:15 – 10:45	AS Room 110
D. Stewart	Thu, 4:15 – 5:45	AS Room 333
B. Gaston	Tue, 2:15 – 3:45	AS Room 112
D. O'Brien	Tue, 4:15 – 5:45	AS Room 122

Description see page 64.

Description and Narration

C. Burmedi	Thu, 9:15 – 10:45	AS Room 122
C. Burmedi	Thu, 11:15 – 12:45	AS Room 122

Description see page 64.

B. Gaston	Mon, 11:15 – 12:45	AS Room 333
B. Gaston	Mon, 2:15 – 3:45	AS Room 116

Description see page 64.

11 Ethisch-Philosophisches Grundstudium

6 LP

Landmarks in the History of Linguistic Thought

Dr. M. Isermann

Mon, 4:15 – 5:45

AS Room 114

Description see page 41.

The Troubled Self – Representations of Identity in Literature

Dr. K. Frank

Thu, 11:15 – 12:45

AS Room 112

Description see page 48.

Cyborgs in America

Dr. H. Jakubzik

Wed, 11:15 – 12:45

AS Room 333

Description see page 33.

12 Sonstiges

Advanced Translation into English

P. Bews

Thu, 4:15 – 5:45

AS Room 114

This course is primarily intended for SE students who are not taking their SE until autumn 2014 at the earliest. Students taking their SE in the spring of 2014 need to attend a class of Frau Henn or Mr.O'Brien.

We will translate newspaper texts largely and, I hope, cover many of the typical problems German students have when translating into English.

BA students also welcome, but the standard is high.

13 Übergreifende Kompetenzen

13.1 Übergreifende Kompetenzen/Übungen

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

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

Grundsätzlich gilt für den Erwerb von Leistungspunkten:

- a) Die bloße Teilnahme an einer Veranstaltung reicht nicht aus - es ist auf jeden Fall ein Leistungsnachweis zu erbringen, der allerdings in der Regel unbenotet ist.
- b) Wenn Sie nicht sicher sind, ob Ihnen eine Veranstaltung, die Sie besuchen möchten, für den Bereich „Übergreifende Kompetenzen“ angerechnet werden kann, wenden Sie sich bitte an den zuständigen Studienberater desjenigen Faches, in dem die Anrechnung erfolgen soll. Die für das aktuelle Semester gemeldeten Veranstaltungen können Sie online über LSF (<http://lsf.uni-heidelberg.de>) abfragen: über „Veranstaltungssuche“ gelangen Sie auf eine Suchmaske, in der Sie durch Anklicken von „Ja“ in der letzten Zeile „Übergreifende Kompetenzen“ und die Auswahl der drei oben genannten Fakultäten unter „Einrichtung“ den gesamten Pool abrufen können. Sollten Sie Ihre Suche einschränken wollen (z.B. auf einzelne Fakultäten oder Fächer usw.), so können Sie das durch eine spezifischere Auswahl im Feld „Einrichtung“ und/oder mit Hilfe der andern Suchkriterien tun.

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

Creative Writing

P. Bews

Thu, 6:15 – 7:45

AS Room 114

All those who enjoy writing and are not afraid to share their work with others are more than welcome.

Try us out- but be prepared to stay longer than 7.45-the class rarely finishes then, and afterwards we retire to a nearby hostelry

Language Reading Group

Dr. F. Polzenhagen

Fri, 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?