

UNIVERSITÄT
HEIDELBERG
Zukunft. Seit 1386.



Anglistisches Seminar

Ruprecht-Karls-Universität Heidelberg

Änderungen seit Redaktionsschluss:

**Zusätzlicher Kurs Pronunciation AE Do 9.15 Uhr
EV Literaturwiss. nicht 9.15 sondern 11.15 Uhr
PS II Am. Detectives nicht 14.15 sondern 11.15 Uhr
Fachdidaktik II Schwarz 14.15 anstatt 11.15 Uhr**

**Kommentiertes
Vorlesungsverzeichnis
Wintersemester 2014/15**

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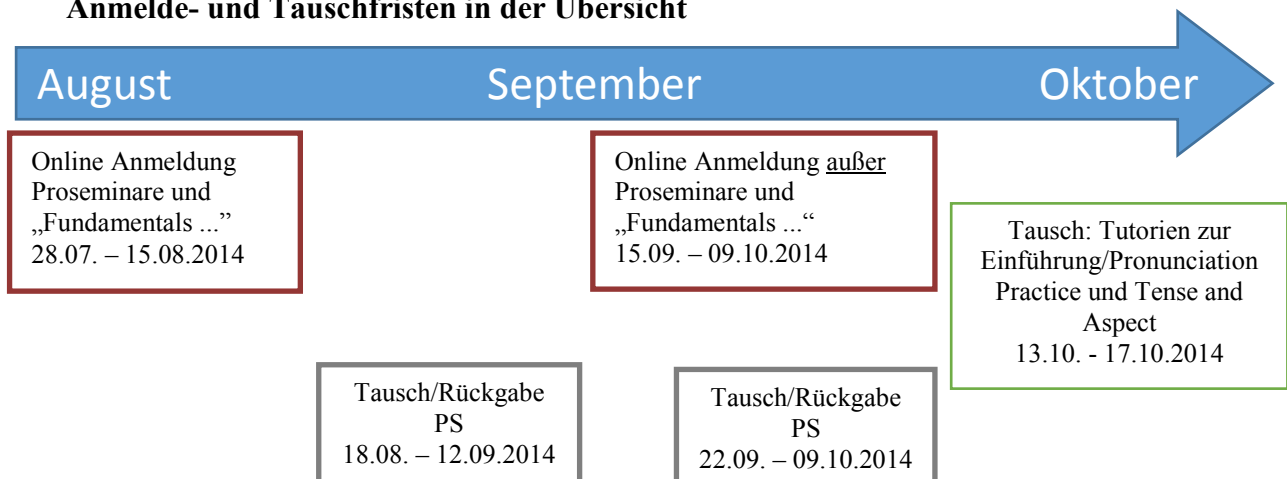
1. Einleitung

Die Kommentierten Ankündigungen enthalten Hinweise auf den Inhalt der einzelnen Vorlesungen, Seminare und Übungen des jeweiligen Semesters. Sie informieren außerdem über das Anmeldeverfahren und ggf. über die von Ihnen während der Semesterferien zu leistende Vorbereitung. Die erforderlichen Nachträge und Berichtigungen werden in den ersten Aprilwochen online bekanntgegeben. Bitte überprüfen Sie die Angaben zu Zeit und Ort der Lehrveranstaltungen auf der Homepage: <<http://www.as.uni-hd.de>>. Der Redaktionsschluß dieser PDF-Version war der 3. Juli 2014.

1.1 Termine und Fristen

Vorlesungsdauer am Anglistischen Seminar	14.10.2014 – 7.2.2015
Weihnachtspause	22.12.2014 – 6.1.2015
Orientierungseinheit für Studienanfänger	8.10.2014
Online Anmeldung für Proseminare und “Fundamentals of Research and Writing”	28.07.2014 – 15.08.2014
Tausch- und Rückgabemöglichkeit für Plätze in Proseminaren	18.08.2014 – 12.09.2014 22.09.2014 – 09.10.2014
Online Anmeldung für Kurse außer Proseminaren und außer „Fundamentals of Research and Writing”	15.09.2014 – 09.10.2014
NEU: Tausch Tutorien zur Einführung, Pronunciation Practice und Tense and Aspect:	13.10.2014 – 17.10.2014

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 – solange also sowohl nach den alten als auch nach den neuen Prüfungsordnungen studiert werden kann – werden manche Lehrveranstaltungen unter verschiedenen Bezeichnungen angeboten.

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

Die folgende Tabelle listet die Entsprechungen der Leistungsbezeichnungen auf. Die kursiv gesetzten Bezeichnungen werden 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 Wintersemester 2014/15 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 28. Juli 2014 bis 15. August 2014 und melden Sie sich zu den Proseminaren über SignUp (Kurswahl) an. Nur Gasthörer (ohne Scheinerwerb) sowie ausländische Studierende ohne Immatrikulation in Anglistik melden sich persönlich zu Proseminaren an.

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

Die frühere persönliche Anmeldung zu Proseminaren litt darunter, dass viele Studierende sich quasi vorsichtshalber für mehrere Proseminare angemeldet haben. Nach der gewünschten Zusage wurden oft die verbleibenden Anmeldungen nicht zurückgenommen. So galten einige Seminare als überfüllt, obwohl durchaus noch Studierende hätten aufgenommen werden können. Die Seminarleitung hat daher in Absprache mit der Fachschaft beschlossen, versuchsweise ab Sommersemester 2011 die Anmeldung zu Proseminaren auch über SignUp abzuwickeln. Inzwischen wurde eine Kommission mit der Aufgabe eingesetzt, das Verfahren weiter zu 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, Mittwoch 11.15 – 12.00 9 Punkte

Pronunciation Practice, Haas, Freitag 11.15 – 12.00 4 Punkte

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

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

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

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

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

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

1.4 Orientierungseinheit für Studienanfänger

Am Mittwoch, dem 8. Oktober 2014 findet in Raum 108 des Anglistischen Seminars von 10 bis 18 Uhr eine Orientierungseinheit für Studienanfänger statt. Dieses eintägige Tutorium, das aus Studiengebühren finanziert wird, ermöglicht Studienanfängern einen erfolgreichen und reibungslosen Einstieg in das Studium am Anglistischen Seminar. Erfahrene Studierende höherer Semester bieten in kleineren Gruppen wertvolle Hilfestellung bei der Stundenplangestaltung, geben Tipps zur Organisation des Studienalltags und helfen bei einer ersten Orientierung im Seminar. Darüber hinaus bietet das Tutorium die Möglichkeit, sowohl Studierende als auch Lehrende in einem ungezwungenen Rahmen kennenzulernen. Für einen guten Start in das Studium wird die Teilnahme allen Studienanfängern dringend empfohlen.

gez. Kathrin Pfister

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

Endredaktion: H. Jakubzik & Franziska Friedl
Redaktionsschluss: 3. Juli 2014

2. Vorlesungen

2.1 Phonetik

Introduction to English Phonology and Phonetics

Priv.-Doz. Dr.N. Nesselhauf Montag 14:15 - 15:45 Heuscheuer II

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

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 Practic”, one of the following books should be obtained:

- Sauer, Walter. 2013. *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

A History of Old English

Prof. Dr. J. Insley Donnerstag 16:15 - 17:45 114

This course of lectures is intended primarily for students taking a written or oral examination on the history of English in the Old English period. It will begin by examining some general principles of the historical study of English. Due attention will be given to the Indo-European and Germanic background and the position of Old English in relation to this background. The phonology, morphology and lexis of

Old English will be dealt with in some detail, but there will be close examination of the textual traditions governing the development of English in the Anglo-Saxon period. The linguistic history will be set against the background of major historical events, such as the Anglo-Saxon Conquest of the former Roman province of Britannia, the conversion of the English, the establishment of the Danelaw in the wake of the Scandinavian invasions and the development of a standard literary language in the context of the Benedictine reform movement of the 10th century. The course will close by examining the effects of the Norman Conquest which accelerated the deviation of English from the other Germanic languages, though certain processes, such as the weakening of unstressed syllables were already apparent in the late Old English period.

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

2.3 Vorlesung moderne Sprachwissenschaft

Sociolinguistics: Traditions, Concepts and Case Studies

Priv.-Doz. Dr. F. Polzenhagen Freitag 14:15 - 15:45 108

This lecture provides an overview of concepts, traditions, methods and topics within the broad field of sociolinguistics. Research areas that are covered in this survey include descriptive approaches, studies on language and gender, language and ideology, language and identity, the study of native and non-native varieties of English, and cognitive-cultural approaches. Each of these research strands will be introduced in terms of its theoretical framework and will be illustrated by representative case studies.

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.

Modern and Contemporary American Poetry

Prof. Dr. C. Spahr Mittwoch 13:15 - 14:45 108

This lecture course deals with modern American poetry from the early 20th century to contemporary avant-garde poetry. Besides discussing a number of theoretical texts, we will read a variety of poems ranging from experimental Modernist poetry to political poetry and thus analyze how conceptions of what poetry is and what it does changed in the course of the 20th and 21st century. Authors will include Modernist poets T.S. Eliot, Wallace Stevens, Amy Lowell, and Carl Sandburg, writers of the

Harlem Renaissance such as Langston Hughes, Georgie Douglas Johnson, and Claude McKay, the Beat Poets, and an array of contemporary poets. We will also examine a number of song lyrics. Through our readings we will achieve a sense of the role that poetry has played in particular social and cultural situations.

Texts: Texts will be provided. Any comprehensive anthology will do. A useful, affordable anthology is David Lehman (ed.), *The Oxford Book of American Poetry*. Oxford: Oxford UP, 2006.

Recommended Reading: Terry Eagleton. *How to Read a Poem*. Malden, MA: Blackwell, 2007.

Ringvorlesung: Introduction to Literary History. Major Authors and Their Periods

Montag 18:15 - 19:45 Neue Uni, HS 14

This lecture series is dedicated to a selection of rather canonical works and offers students a comprehensive overview of English and American literary history from the Renaissance to the ends of Postmodernism. English Department faculty members will present representative authors and their works in the context of the respective literary periods.

British Literature from the Renaissance to the Present: An Overview

Prof. Dr. V. Nünning Dienstag 11:15 - 12:45 110

Any student of English Studies should have at least a rough overview of the major periods of British literature, their major authors and respective works, as well as their most important characteristics and subgenres. This will not only contribute to the success of one's studies, but, almost as importantly, will make choosing the topics of one's classes — and of the final exams — a good deal easier.

This lecture is meant to provide an overview of British literature from the Renaissance to the beginnings of the 21st century. Since many major developments are closely connected to cultural changes, we will take these into consideration, too, and look at the intersections between literature and culture. This concerns factors as diverse as the importance of magnates and courtly culture in the sixteenth century or the influence of major publications, for instance Charles Darwin's *The Origin of Species* or the publications of Sigmund Freud. The main focus, however, is on literary tendencies, on the emergence and hierarchy of (popular) genres, on the attribution of (didactic) functions to literature, and on the works of major authors. The discussion of each period will begin with a brief overview of cultural developments and then proceed to provide a brief discussion of the major features of writings held to be representative of the epoch. This will then be exemplified and elaborated by the interpretation of the works of important (and seemingly unimportant and unrepresentative!) authors.

The Long 19th Century

Priv.-Doz. Dr. C. Lusin Donnerstag 16:15 - 17:45 108

This course of lectures takes its cue from a concept suggested by British historian Eric J. Hobsbawm in his trilogy *The Age of Revolution: 1789-1848*, *The Age of Capital: 1848-1875* and *The Age of Empire: 1874-1914*. For Hobsbawm, what he calls ‘the long 19th century’ begins with the French Revolution in 1789 and ends with the beginning of World War I in 1914. These historical landmarks coincide with two literary ones: Some scholars consider the French Revolution to mark the beginning of Romanticism, and the year 1914 saw the publication of James Joyce’s *Dubliners*, a foundation text of Modernism.

In this course, I will give an overview of the cultural and literary developments of this period, which essentially represents an age of various historical, political, social, scientific and aesthetic revolutions. While considering Romanticism, Victorianism and Modernism as epochs with their own specific cultural and literary concerns, I will also strive to highlight connections and continuities.

The American Novel: Beginnings to 1900

Prof. Dr. D. Schloss Mittwoch 11:15 - 12:45 108

For a long time, the fiction writers of the American Renaissance, in particular Edgar Allan Poe, Nathaniel Hawthorne, and Herman Melville, were regarded as the ‘founders’ of a native American prose tradition. This tradition, associated with the term “American romance”, was contrasted to the realist tradition of the European novel. While European novelists of the nineteenth century seemed preoccupied with the social universe, the romance writers of the United States appeared to focus on the single individual and the inner drama of the soul. To many critics, the romance tradition exemplified core values of the United States such as democracy, individualism, and dissent; it was also considered to have prepared the path for literary Modernism.

Recently, however, the centrality of the American romance writers has been challenged. Critics have drawn attention to the existence of other novelistic traditions such as the sentimental novels of the founding era and the domestic novels of the ante-bellum period. Extremely successful commercially, these sentimental and domestic novels were written mostly by women, for a female readership. Didactic in approach and retaining a societal outlook, they stood in sharp contrast to the non-conformist aesthetics and individualistic vision of the American Renaissance fiction and prepared the way for the novels of the latter decades of the nineteenth century.

This lecture course will acquaint students with a variety of novelistic traditions in the United States from the founding era to the end of the nineteenth century. We will examine the relevant literary philosophies, interpret representative novels, and assess the ‘cultural work’ they perform. The following works will be discussed in detail: Hannah Webster Foster, *The Coquette* (1797), James Fenimore Cooper, *The Pioneers* (1823), Nathaniel Hawthorne, *The Scarlet Letter* (1850), Harriet Beecher Stowe,

Uncle Tom's Cabin (1852), William Dean Howells, *The Rise of Silas Lapham* (1885), Mark Twain, *Huckleberry Finn* (1884), and Theodore Dreiser, *Sister Carrie* (1900).

Texts: Webster Foster, *The Coquette* (Norton Anthology of American Literature, ed. Nina Baym, vol. A); Hawthorne, *The Scarlet Letter* (Norton Anthology, vol. B); Twain, *Huck Finn* (Norton Anthology, vol. C); Dreiser, *Sister Carrie* (Norton Anthology, vol. C); Cooper, *The Pioneers* (Library of America); Beecher Stowe, *Uncle Tom's Cabin* (Norton Critical Edition); Howells, *The Rise of Silas Lapham* (Signet).

Background Reading: relevant chapters in Emory Elliott, ed., *Columbia Literary History of the United States* and Winfried Fluck, *Das kulturelle Imaginäre: Eine Funktionsgeschichte des amerikanischen Romans, 1790-1900*.

Scheinerwerb: For BA students: Oral exam (2 LP), final exam (2 LP).

American Literature: World War I to World War II

Prof. Dr. D. Schulz Dienstag 11:15 - 12:45 NUni HS 15

An Introduction to major American writers between the two World Wars. The lectures will be organized along genre lines, with emphasis on fiction (notably Hemingway, Faulkner, and Fitzgerald) and poetry (Pound and William Carlos Williams, in particular). In addition to textual analysis, we will consider the interaction between literature/aesthetics on the one hand, and politics/social issues on the other.

2.5 Vorlesung Kulturwissenschaft

Vertiefung im Bereich der Kulturwissenschaft, ihrer Methoden und Theorien.

The Long 19th Century

Priv.-Doz. Dr. C. Lusin Donnerstag 16:15 - 17:45 108 .

Description see page 8.

3. Einführungsveranstaltungen

3.1 Einführung Sprachwissenschaft

Prof. Dr. S. Kleinke Mittwoch 11:15 – 12:45 Heuscheuer 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 Einführung Literaturwissenschaft

Prof. Dr. P. Schnierer Montag 11:15 - 12:45 Heuscheuer II

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

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

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

Texts:

- William Shakespeare: *Hamlet*
- T. S. Eliot: *The Waste Land*
- Daniel Defoe: *Robinson Crusoe*

3.3 Tutorium EV Sprachwissenschaft

Die Termine für die Tutorien standen zu Redaktionsschluss noch nicht fest. Bitte informieren Sie sich online unter <http://www.as.uni-heidelberg.de>.

4. Proseminare

4.1 Fundamentals of Research and Writing

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

Fundamentals of Research and Writing

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.

C. Burmedi	Dienstag	13:15 - 14:00	122	1st.
C. Burmedi	Donnerstag	13:15 - 14:00	122	1st.
Priv.-Doz. Dr. F. Polzenhagen	Dienstag	13:15 - 14:00	108	1st.
Priv.-Doz. Dr. F. Polzenhagen	Donnerstag	13:15 - 14:00	108	1st.
E. Redling	Dienstag	13:15 - 14:00	110	1st.
E. Redling	Donnerstag	13:15 - 14:00	110	1st.

4.2 Proseminar I Sprachwissenschaft

Sociolinguistics

J. Smith Dienstag 11:00 - 13:00 112

The fairly young discipline of Sociolinguistics focuses on the idea that linguistic variation does not solely depend on intralinguistic factors but can also be governed by extralinguistic aspects, such as social class, gender, ethnicity, age, or region/place. This course will offer an introductory overview of the field of sociolinguistics, i.e. the discipline's preferred methods, its historical development, typical research questions as well as different approaches to investigating the correlation between language and society. Furthermore, students will be introduced to the major theoretical concepts of sociolinguistics and be confronted with some of the methodological challenges of the great variety of sociolinguistic investigations

where, for example, complex issues such as attitudes towards different varieties, the enregisterment (Agha 2003) of certain features in mono-, bi-, or multilingual communities or possible outcomes of language contact situations are analysed.

Students are expected to present a case study in class and carry out a small research project which will serve as the basis of their term paper.

Introduction to Second Language Acquisition

M. Eller Mittwoch 16:15 - 17:45 108

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 on determining internal and external factors.

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

Computer-Mediated Discourse Analysis

M. Eller Dienstag 16:15 - 17:45 113

The advent of the so-called *new media* has not only changed our communicative landscape in such profound ways that some compare the recent and current developments to the changes brought about by the invention of the printing press in the 15th century, it has also opened up a relatively new and vibrant field for 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, discussion forums, twitter and whatsapp) and their structural, interactional and linguistic characteristics. During the course of the seminar we will not only be working with the classic texts of the field but also have a look at more recent studies and current research trends. In addition, you will have ample opportunity to apply the concepts discussed to actual instances of language use as we examine and contrast different types of data and approaches.

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

Discourse-Analytical Approaches to Metaphor

S. Vogelbacher 17.10., 24.10., 31.10., 14.11.2014, 9:15 - 16:45 in room 112 nn

Over the last decades, the cognitive view of metaphor as proposed in Lakoff & Johnson (1980) has triggered a wealth of research into metaphorical conceptualisation in language and discourse.

Inspired by the cognitive view, two lines of research have since emerged: One is mainly concerned with the role of metaphor in the conceptual system, the other with metaphor use and its functions in different communicative situations. In the first approach, linguistic material is used to explore the conceptual system, with a focus on the bodily basis and internal make-up of metaphor systems, as well as universality and cross-cultural variation. In the second approach, both spoken and written communication are investigated, with a focus on the cognitive, communicative, and social functions of metaphor in specific contexts of use.

In this course, we will cover the theoretical background of contemporary metaphor research, Conceptual Metaphor Theory (Lakoff & Johnson 1980; Kövecses 2002), and discuss three discourse-analytical approaches to metaphor, their methods and analytical tools: The Genre Approach, the Social/Applied Approach, and the Discourse Metaphor Approach. Students are encouraged to work on their own metaphor project (term paper), but can also take a final exam.

Texts: A reader with introductory texts will be available in September.

4.3 Proseminar II historische Sprachwissenschaft (Überblick)

Einführung in die Grundbegriffe und Methoden der historischen Sprachwissenschaft; Vermittlung von Überblickswissen über alle Perioden der Geschichte des Englischen von den Anfängen bis zur Gegenwart; Einführung in die grundlegenden Prozesse und Faktoren des Sprachwandels; Befähigung zur Beschreibung ausgewählter Sprachwandelphänomene aus sprachinterner und externer Perspektive. Verständnis der grundlegenden typologischen Umgestaltung der englischen Sprache.

Introduction to the History of English

This course will give an introductory overview of the development of the English language. In its first part, we will look at the main historical periods of the English language (Old English, Middle English, Early Modern English). Here, the focus will be put on the reflection of historical changes and socio-cultural realities in the development of the lexicon of English. In the second part of the course, we will highlight specific kinds of changes (in the realms of phonology, morphology, syntax, semantics) that have taken place in the history of English. Finally, we will deal with historical dialects and with the issue of standardisation.

Priv.-Doz. Dr. F. Polzenhagen Dienstag 11:15 - 12:45 115 2st.

Priv.-Doz. Dr. F. Polzenhagen Donnerstag 14:15 - 15:45 114 2st.

Introduction to the History of English

J. Smith Montag 14:00 - 16:00 108

This course will offer an overview of the historical developments the English language has undergone in the past 1,500 years or so. We will take a look at the different periods of the English language and focus on changes regarding the various levels of linguistic analysis, such as phonology, spelling, vocabulary, morphology, and syntax. While we will also, of course, discuss social, historical, and political events, it will be of greater importance to utilise this knowledge as a framework for understanding mechanisms of (socio)linguistic change and as parameters discursively affecting linguistic developments.

Texts: A course reader will be provided.

English Literary and Linguistic History – a DIY Approach

S. Frink und A. Mantlik Dienstag 11:15 - 12:45 113

Interested in getting involved? In this course, we will assess literary and linguistic history by using a ‘do it yourself’-approach! It is intended for students who want to actively participate in designing and implementing a co-taught literary and linguistics proseminar. The seminar aims at both offering an overview of British literary and linguistic history from its beginnings to the present and giving students the opportunity to develop expert knowledge in one particular, self-chosen period (including the major developments, characteristic topics or features, as well as important authors and works): Students work in ‘Epochen-AGs’, i.e., groups in terms of which they can focus on one specific period (e.g., OE, ME, EModE, ..., 21st century) and explore either literary topics or linguistic tendencies, depending on whether they pursue a ‘Schein’ in ‘Literatur-’ or ‘Sprachwissenschaft’. Whereas the first half of the semester is devoted to group work in such ‘Epochen-AGs’, the individual findings will be exchanged, discussed, and ‘wrapped up’ during the second half. In addition, methodological aspects as well as the acquisition of key

competences necessary for literary and linguistic analyses – and for academic work more generally (e.g., reading, writing, and presentation skills) – will play an important role.

4.4 Proseminar II historische Sprachwissenschaft (Periode)

Eingehende Untersuchung einer der Epochen der englischen Sprachgeschichte (Altenglisch, Mittelenglisch, Frühneuenglisch, Neuenglisch); Erörterung und umfassende Analyse der zentralen Analyseebenen der Sprache (Phonologie, Morphologie, Lexikologie, Syntax) unter sprachhistorischen Gesichtspunkten; Befähigung zur eigenständigen Lektüre sowie zur sprach- und kulturhistorischen Einordnung grundlegender Texte der jeweiligen Epoche.

Introduction to Old English

Dr. E. Hänßgen Montag 11:15 - 12:45 112

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

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

Texts: Kursbuch: Weimann, Klaus. ³1995. *Einführung ins Altenglische*. Uni-Taschenbücher, 1210. Heidelberg; Wiesbaden: Quelle & Meyer. (s. Lehrbuchsammlung und Reader in der Seminarbibliothek)

Recommended Reading: Baugh, Albert C., und Thomas Cable. ⁵2002. *A History of the English Language*. London: Routledge. 18-126.

Introduction to Early Modern English

Dr. M. Isermann Mittwoch 09:15 - 10:45 114

The course takes a philological approach to the transitional period between 1450 and 1700, in which English developed into an idiom not far from the language we use today. It starts out from the assumption that the history of a language cannot profitably be studied without a solid knowledge of the texts in which it materializes as well as of their cultural and historical background. As regards the EME period, such an approach is particularly natural, given the fact that language became virtually

the first object of public dispute in the two centuries that followed the introduction of printing. Consequently, we will place equal emphasis on the major developments in the phonology, lexicon and grammar of the period and on the texts which exhibit these developments and comment upon them. Homework (an estimated three hours per week) includes reading, translation, and regular exercises.

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

Introduction to Middle English

V. Mohr Mittwoch 09:15 - 10:45 112

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 Gegenwartenglischen, 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.

Hinweise: (1) Die Veranstaltung wird auf Deutsch unterrichtet und bringt Übersetzungen ins Deutsche mit sich. (2) Sie sollten über Französisch-Kenntnisse verfügen, die es Ihnen gestatten, französische Lehnwörter im Englischen als solche zu identifizieren.

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

4.5 Proseminar II moderne Sprachwissenschaft

Vermittlung von Einsichten im Bereich der angewandten englischen Sprachwissenschaft, d.h. in die Soziolinguistik, vergleichende Linguistik oder Psycholinguistik. Kenntnis der relevanten Methoden zur Beschreibung von variablem Sprachgebrauch, Sprachvergleich bzw. Spracherwerb und -verarbeitung; Gewinnung und Analyse authentischer Daten. Ziel des Proseminars ist die empirische Untersuchung von Einzelphänomenen, die Erstellung und Verwendung von Datenbanken, sowie eine vertiefte Auseinandersetzung mit den einschlägigen Theorien, Methoden und Hypothesen.

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

Pragmatics

M. Eller Dienstag 14:15 - 15:45 122

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

This course provides a systematic introduction to the major concepts in pragmatic research, such as speech act theory, implicature, presupposition, frames, the cooperative principle, maxims of conversation, deixis, linguistic politeness and cross-cultural differences. We will start by looking at how pragmatics developed into an independent branch of linguistics and how it relates to other linguistic disciplines. During the course of the seminar we will be working with both the classic texts of the field as well as recent studies in applied linguistics so that you become familiar with typical research methods as well as cutting-edge research questions. In addition, you will have ample opportunity to apply the concepts discussed to actual instances of language use as we examine different types of data.

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

4.6 Proseminar I Literaturwissenschaft

Mary Shelley's *Frankenstein* in the Context of English Romanticism

Dr. K. Hertel Donnerstag 09:15 - 10:45 113

Mary Shelley's gothic novel *Frankenstein* is the groundbreaking work of a nineteen-year old writer who conceived the idea for her story of the "mad scientist" on a rainy night on lake Geneva, in the company of a circle of intellectuals, among them Lord Byron and P.B. Shelley. One of the most interesting aspects of this novel is that it incorporates many different sources and influences - ranging from literary, scientific to socio-political and philosophical.

This is why the main aim of this class is to do a close reading of the novel against the background of the period of English Romanticism, and to look at the way the author chose to revise and develop her material from the first publication of the novel in 1818 (the original text) to the third and last in 1831.

Texts: Participants are asked to have read the novel **both in its original and revised editions** by the beginning of term. For the sake of consistency, **please purchase exactly the following two editions:**

- Mary Shelley, *Frankenstein: or 'The Modern Prometheus'*: The 1818 Text (Oxford World's Classics), 2008. ISBN-13: 978-0199537150
- Mary Shelley, *Frankenstein: Or, The Modern Prometheus*. Penguin Classics. Harmondsworth, 2003. ISBN-13: 978-0141439471

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

Makeover Culture in the American Novel

S. Rocha Teixeira Donnerstag 09:15 - 10:45 112

Critics suggest that the USA has become a "makeover culture," characterized by individuals who are constantly watching, displaying, commenting on and modifying their own and other bodies. This course focuses on the representation of makeover culture in three American novels: Gertrude Atherton *Black Oxen* (1923), Scott Westerfeld *Uglies* (2005), and Suzanne Collins *The Hunger Games* (2008). We shall inquire into such question as: How do these novels explain the rise of makeover culture? What is the relevance of changing views of cosmetic surgery? How does makeover culture relate to social and cultural change (including the growing importance of consumerism, individualism, the therapeutic, and celebrity culture)?

Texts:

- Gertrude Atherton *Black Oxen* (1923)

- Scott Westerfeld *Uglies* (2005)
- Suzanne Collins *The Hunger Games* (2008)

All other texts will be accessible via Moodle. Participants are expected to read the texts in advance.

Introduction to Modernism

C. Earnshaw Dienstag 09:15 - 10:45 115

When Queen Victoria died in 1901, the strict cultural and literary norms so highly valued during her long reign were already in decay. The aestheticist movement had come and gone, making “dying Victorianism laugh at itself”, until it itself “died of the laughter” (Richard Le Gallienne).

Now the rapid socio-cultural change called for new forms of art to adequately express the challenges of modern life. In literature, this search for new ways of expression paved the way for a radical renewal of literary forms, leading to a host of aesthetic and formal innovations.

During the course of the seminar, our aim will therefore be to grasp the main principles of these new forms, with a particular focus on how the novel changed in the first half of the 20th century.

Our main texts - E.M. Forster's *A Passage to India* and Virginia Woolf's *To the Lighthouse* - will not only help us discover the programme of modernism; they will also serve as a basis for applying the key concepts of narratology in order to arrive at a deep understanding of the novels.

Texts: Please read before the beginning of term:

- E.M. Forster, *A Passage to India* (1924)
- Virginia Woolf, *To the Lighthouse* (1927)

Recommended Reading: Nünning, Ansgar. *Der Englische Roman des 20. Jahrhunderts*. Stuttgart: Klett, 2007.

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

Dr. E. Hänßgen Mittwoch 11:15 - 12:45 114

One of Nathaniel Hawthorne's ancestors was a judge in the Salem witch trials of 1692/3 that cost twenty people their lives. Hawthorne was deeply troubled by this and studied the history of the New England colonies.

The Scarlet Letter (1850), set in 1640s Boston, follows the development of an adulteress forced to wear the scarlet A. How does she come to terms with her

transgression and its punishment by society? How does the illegitimate child develop? What are the consequences for her partner in crime, her cuckolded husband and the Puritan community?

Also in the short stories accompanying the novel, Hawthorne's focus is on the psychology of outsiders, religious intolerance and social constraints.

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

Texts: Please purchase and read the primary texts in this edition before the beginning of term:

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

Harlem Renaissance

Prof. Dr. C. Spahr Dienstag 11:15 - 12:45 333

This course will deal with the writers of the Harlem Renaissance. The course will address the social, cultural, philosophical, and institutional background of the Harlem Renaissance and examine how African American writers tried to carve out a niche for their cultural production. We will read and discuss the poetry of canonical writers such as Langston Hughes, Claude McKay, Countee Cullen, Sterling Brown, but also the poetic production of less frequently read women writers such as Georgia Douglas Johnson and Anne Spencer. In addition, we will investigate two of the Harlem Renaissance's seminal novels, Jean Toomer's *Cane* and Claude McKay's controversial *Home to Harlem*. Finally, we will spend some time on two of the literary heirs of the Harlem Renaissance, Melvin Tolson and Robert Hayden.

Texts: Please order the following books:

- David Lewis (ed.), *The Portable Harlem Renaissance Reader* (ISBN 0140170367)
- Jean Toomer, *Cane* (ISBN 0871401517)
- Claude McKay, *Home to Harlem* (ISBN 1555530249)

The American Short Story

Dr. P. Löffler Montag 13:15 - 14:45 110

In this seminar, we will explore the history of the American short story from its beginnings in the early 19th to its most recent varieties in the early 21st century. We

will define the constitutive elements of the short story as a genre, look at its shifting functions in the course of its evolution, and of course read a broad selection of texts from representative authors, such as Washington Irving, Nathaniel Hawthorne, Edgar Allen Poe, Kate Chopin, William Faulkner, Joyce Carol Oates, and David Foster Wallace.

Texts: Please purchase a copy of

- *The New Penguin Book of American Short Stories* (ISBN 978-0141194424)

Scheinerwerb: Regular Attendance, Oral Presentation, Final Term Paper

4.7 Proseminar II Literaturwissenschaft

Befähigung zur sozial-, kultur-, medien- und geistesgeschichtlichen Verortung der Literatur bzw. zur Einordnung in intertextuelle Zusammenhänge; Befähigung zur Einordnung spezifischer literarischer Texte in den größeren Zusammenhang der Geschichte der Gattung bzw. der Literaturgeschichte; Befähigung zur Anwendung von literaturwissenschaftlichen Modellen und Theorien zur Analyse des Funktionspotentials der behandelten Texte; Fähigkeit, historische Differenzen und epochenübergreifende Entwicklungsprozesse wie Pluralisierung, Modernisierung, Konstruktion kultureller und nationaler Identitäten und Internationalisierung zu reflektieren.

Classical Mythology in British Literature and Culture from the 14th to the 21st Century

E. Redling Donnerstag 16:15 - 17:45 122

Did you know that Hermione's name in the immensely popular *Harry Potter* series (1997-2007) cannot only be traced back to the attractive and intelligent Hermione in Shakespeare's *The Winter's Tale* (c. 1611) but also to the Greek Hermione, daughter of the beautiful Helen of Troy, and to the Greek god Hermes, who as the messenger of the gods connects the human with the spiritual world and is often known as a patron figure of high magic? British literature and culture - just like Western literature and culture in general - are suffused with classical myths. A thorough knowledge of such myths can therefore open up new paths of interpretation. This course is designed to provide the students with an overview of some of the most well-known myths from classical mythology - such as the tales surrounding Theseus, the House of Atreus, Philomela, Prometheus, Oedipus, Lamia, the Trojan War and Odysseus and Penelope - and to look at the various ways in which these myths are employed in literary works from the 14th to the 21st century as well as in films. We will also examine the various versions in which such myths may exist and to what extent myths have been viewed, on the one hand, as inspiring and invigorating, and, on the other, as limiting and oppressive. We will start this course with excerpts from Chaucer, will read works written by Shakespeare, John Keats, Mary Shelley and James Joyce and will end the course with a discussion of a very recent play by the

English dramatist Martin Crimp called *The Rest Will Be Familiar To You From Cinema* (2013), which is based on Euripides' tragedy *The Phoenician Women* (c. 408 BC). As you can see, this is a course created for those who love to read and who wish to cover a wide range of material. Please buy and read the two works mentioned below before the start of the semester.

Texts: Please buy and read before the start of term:

- Shakespeare, William. *Titus Andronicus*. Ed. Jonathan Bate. London: Thomson, 1995. (ISBN 978-0415048682)
- Shelley, Mary. *Frankenstein*. London: Penguin, 2012. (ISBN 978-0141439471)

Shakespeare's Roman Plays

Dr. H. Grundmann Mittwoch 09:15 - 10:45 115

British rulers regarded themselves as the rightful heirs of the Roman Empire and even believed that the Tower in London was founded by Julius Caesar. Shakespeare engaged the fascination of his contemporaries in his Roman plays, such as the Republican drama *Coriolanus*, the sublime love story of *Anthony and Cleopatra* and the unsurpassed depiction of the most decisive event in Roman history, *Julius Caesar*. He based them on Plutarch's *Parallel Lives*, as well as Ovid's *Metamorphoses* and Seneca's Tragedies. We shall be reading Shakespeare's Roman plays, comparing and contrasting them with his ancient sources, asking questions about how Shakespeare used the ancient world to intervene in contemporary debates about individual identity, tyrannicide, state violence and the relationship between rulers and citizens.

Texts: Please purchase Shakespeare's

- *Anthony and Cleopatra* (Oxford 2008, ed. by Michael Neill)
- *Julius Caesar* (Oxford, 2008, ed. Arthur Humphreys)
- *Coriolanus* (Oxford, 2008, ed. R.B.Parker).

Identity and Narrative Subjectivity in Eighteenth-Century Fiction (Blockseminar)

Dr. K. Frank Blockveranstaltung: Thu, 27.11.2014 (16.15 – 17.45, preparatory meeting); Sat, 17.1.2015 (11.15 – 17.45); Sun, 18.1.2015 (11.15 – 17.45); Sat, 24.1.2015 (11.15 – 17.45); Sun, 25.1.2015 (11.15 – 17.45) to be announced

Related to the profound social and economic changes in eighteenth-century England, concepts of identity and selfhood were in a process of transformation and subject to intense philosophical debates. Emerging forms of prose literature contributed to these discourses by developing new ways of creating fictional characters and representing their thoughts and feelings. In this seminar, we will discuss the changing ideas of

identity at the dawn of modernity and analyse a variety of fictional texts, for example by Eliza Haywood, Samuel Richardson, Tobias Smollett, and Laurence Sterne. Our analysis will reveal their different techniques of characterisation and intricate ways of representing consciousness and show how these techniques are used to negotiate the shifting paradigms of subjectivity in the eighteenth century.

Texts: A reader will be provided.

English Romanticism: Byron, Shelley, Keats

Dr. K. Hertel Donnerstag 16:15 - 17:45 113

This course is designed as an introduction to the younger representatives or "second" generation of Romantic poets: Lord Byron, Percy Bysshe Shelley and John Keats. They all had in common that they lived intensively, died young, and that they wanted to distinguish themselves from the older generation of writers like S.T. Coleridge or W. Wordsworth.

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

Texts: The selection of texts will be available in form of a reader (to be picked up in the Copy Corner, Merianstrasse) by the end of September.

Recommended Reading: Boris Ford (ed.), *From Blake to Byron*, The Pelican Guide to English Literature, 5 (Harmondsworth: Penguin Books); Jean Raimond and J.R. Watson (edd.), *A Handbook to English Romanticism* (New York, 1992); Duncan Wu (ed.), *A Companion to Romanticism* (Oxford, 1998).

Scheinerwerb: Regular attendance and active participation in class, one oral presentation and a written term paper

The Victorian Age

Priv.-Doz. Dr. C. Lusin Samstag 10:00 - 18:00 122 8st.

An exhaustive account of this period would fill more than one of the infamous Victorian "three-decker novels", which Virginia Woolf once mocked as "large, loose baggy monsters". The particular complexity of the Victorian age derives from the fact that it is notoriously Janus-faced. A belief in progress and technical innovation went hand in hand with nostalgia for medieval times and a pathological fear of decline; women were simultaneously celebrated as "angels" and condemned as "whores"; the venerable ideal of self-help coexisted with the reality of a high degree of state-activity in what is also known as the "Age of Reform".

This Blockseminar will try to cut down the large baggy monster of the Victorian Age to size and provide an accessible account of this fascinating period in British cultural

and literary history. The texts we will read include poetry by Tennyson, Arnold, and Browning, short fiction by Haggard, Kipling and Wells as well as Charlotte Brontë's *Jane Eyre* (1847) and Thomas Hardy's *Tess of the d'Urbervilles* (1891).

Texts:

- Brontë, Charlotte. *Jane Eyre*. Edited with an introduction and notes by Stevie Davies. London, New York et al.: Penguin, 2006.
- Hardy, Thomas. *Tess of the d'Urbervilles*. Edited with notes by Tim Dolin and introduction by Margaret R. Higonnet. London, New York et al.: Penguin, 2003.
- Nünning, Vera. *Der englische Roman des 19. Jahrhunderts*. Stuttgart: Klett, 2007.

Further texts will be made available in a reader by the start of term.

This course is taught as a Blockseminar on the following dates:

Fri, 21.11.2014 16:15 (preparatory meeting)

Sat, 10.01.2015 10:00 - 17:00

Sun, 11.01.2015 10:00 - 17:00

Sat, 17.01.2015 10:00 - 17:00

Sun, 18.01.2015 10:00 - 17:00

Please note: There will be a mandatory preparatory meeting on Friday, 21 November at 16.15 in Room 113.

Some Sense of Humour: Englishness and the Culture of Laughter

Priv.-Doz. Dr. B. Hirsch Mittwoch 16:15 - 17:45 110

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

Identifying the culture of laughter as a defining feature of national character, this seminar shall attempt to examine the history, idiosyncrasies and varieties of English humour, including puns, nonsense, black humour, eccentricity, and understatement. In doing so we will not only analyse the strategies deployed in humorous fiction by authors such as Lewis Carroll, P.G. Wodehouse, David Lodge, and Sue Townsend, but also focus on a number of TV programmes, including *Monty Python's Flying*

Circus, Fawlty Towers, Blackadder and The League of Gentlemen.

Texts:

- Carroll, Lewis, *Alice's Adventures in Wonderland and Through the Looking Glass*. Ed. Hugh Haughton. London et al: Penguin, 1998. (Penguin Classics edition)
- Lodge, David, *The British Museum Is Falling Down*. London: Vintage Books, 2011.
- Townsend, Sue, *The Secret Diary of Adrian Mole*. London: Harper, 2003.
- Wodehouse, P.G., *Carry On, Jeeves*. London: Arrow Books, 2008.

Further Reading:

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

Scheinerwerb: Regular attendance, active participation, in-class presentation & end-of-term paper.

Literature & Film: Adapting Shakespeare for the Screen

Dr. K. Hertel Dienstag 14:15 - 15:45 113

This is another “Literature & Film” course, which aims to combine the close reading of literary texts with the analysis of the respective text-to-screen adaptations.

We will start the semester off by looking at the historical and theatrical context of Shakespearean drama before doing a close reading of two of Shakespeare's romantic comedies: *A Midsummer Night's Dream* and *As You Like It*. After a short excursion into the world of film studies, film semiotics and the “basic tools” for film analysis, we will attempt to interpret the different film versions chosen for this class. Among them will be the 1999 screen adaptation of *A Midsummer Night's Dream* by Michael Hoffmann as well as the most recent screen version of *As You Like It* directed by Kenneth Branagh in 2006.

Time permitting, we will also have a look at *Romeo and Juliet*.

Texts: Participants are asked to have read the three plays by the beginning of the summer term **in the Oxford-World-Classics editions**.

Recommended Reading: 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).

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

American Detectives

Dr. H. Jakubzik Mittwoch 11:15 - 12:45 122

Detectives look for the truth. But what kind of truth? Moral, ontological, or factual truth? And what are their methods? Transcendental, scientific, or philosophical? And how do mystery, methodology, and solution (or the lack of one) resonate with the literary fashion of their time?

Let me invite you to take a look at Poe's Dupin, at Chandler's Marlowe, and at Auster's Quinn, before we change media and turn to contemporary detectives in *CSI*, *The Wire*, and *True Detective*.

Contemporary Travel Writing

Priv.-Doz. Dr. J. Rupp Donnerstag 16:15 - 17:45 116

Travel is widely seen as emblematic of the modern, globalized world. Similarly, travel writing has been reassessed as a genre which not only depicts other lands and people, but substantially shapes our ways of viewing and knowing the world. In this respect, travel literature also looks back to a long history of writers, adventurers and colonizers who have mapped foreign territories and offered them for consumption back home. In this course, we will deal with a wide range of issues at the heart of the genre: the tension between literary and non-literary forms, constructions of self and other, the experience of space through movement, imaginative geographies, the tourist gaze, gender differences in travel, etc. We will also reflect on our own travels and the question of what makes good travel writing: what narrative, rhetorical and other stylistic devices do travel writers use to get us interested, and how do they as well as ourselves sometimes get caught in suggestive tropes about the tropics? Travel writing seems to be perennially torn between debunking and consolidating our stereotypes about the world, which only underlines the genre's significance.

Texts:

- Bruce Chatwin, *In Patagonia* (1977); ISBN: 978-0099769514
- V.S. Naipaul, *The Enigma of Arrival* (1987); ISBN: 978-0330522861

Recommended Reading: Graham Huggan, *Extreme Pursuits: Travel/Writing in an Age of Globalization* (2009) & Carl Thompson, *Travel Writing* (2011)

A reader with additional material will be made available at the start of the semester

English Literary and Linguistic History – a DIY Approach

S. Frink und A. Mantlik Dienstag 11:15 - 12:45 113

Description see page 14.

4.8 Proseminar I Kulturwissenschaft (anwendungsorientiert)/Landeskunde

Lehramtsstudierende können hier einen Landeskundeschein erwerben.

British Institutions - A History (1835-1990)

M. Shiels Mittwoch 11:15 - 12:45 115

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. We will focus on a limited (and therefore biased) selection of events, ideas and persons in order to understand their particular contribution to the greater historical overview.

Note: This course is only open to students who need the credit/Schein. Do not register if you cannot attend the first session.

Texts: Study materials will be distributed in course sessions

Scheinerwerb: Regular attendance from Day One. 20 minute oral presentation on an agreed topic, plus homework/handout - in English, of course.

From Potatoes to Chips: The Transformation of Ireland 1800-2000

D. O'Brien Donnerstag 11:15 - 12:45 108

From a rural, agricultural society on the verge of famine to a modern, urban state with the fastest economic growth rate in Western Europe; from a country that haemorrhaged people for over a century to a country which, by the beginning of the new millennium, had become a (not always welcoming) home to immigrants from all over Europe and parts of Africa; from a repressed English colony to a confident, independent Republic, Ireland has undergone radical social, cultural, and political changes in the last two centuries. This course will examine some of the most important events and phenomena of this period. They include the Great Famine, the Easter Rising and the ensuing War of Independence, Civil War and partition, the Emergency (World War II!), and the Celtic Tiger and its consequences. The emigration of the 1950s and the 1980s will also be discussed as will the loss of influence of the Catholic Church at the end of the twentieth century, particularly as

reflected by the issues of contraception, abortion, and divorce in the 1980s. The rise of nationalism in the nineteenth century and its various expressions in twentieth-century Ireland will also be traced. Film, television, and song will be used to highlight some of the above issues.

Texts:

- Coogan, Tim Pat (2000). *Ireland in the Twentieth Century*. London: Hutchinson.
- Coulter, Colin, Steve Coleman (2003). *The End of Irish History*. Critical Reflections on the Celtic Tiger. Manchester: MUP.
- Ferriter, Diarmaid (2004). *The Transformation of Ireland, 1900-2000*. London: Profile Books.
- Fitzgerald, Garret (2003). *Reflections on the Irish State*. Dublin: Irish Academic Press.
- Foster, R.F. (1989). *The Oxford Illustrated History of Ireland*. Oxford: OUP.
- Gray, Tony (1998). *The Lost Years*. The Emergency in Ireland. London: Warner Books.
- McWilliams, David (2005). *The Pope's Children*. Ireland's New Elite. Dublin: Gill & Macmillan.
- Percival, John (1995). *The Great Irish Famine*. Ireland's Potato Famine 1845-1851. London: BBC Books.
- Ryan, James (2008). *South of the Border*. Dublin: Lilliput Press.
- Tanner, Marcus (2001). *Ireland's Holy Wars*. The Struggle for a Nation's Soul, 1500-2000. London: Yale University Press.

The United States in the 1960's

Dr. S. Bloom Montag 09:15 - 10:45 115

The text for this course will be William L. O'Neill, *Coming Apart - an informal history of America in the 1960's* (1971), which is also a document from that decade. We will discuss the Civil Rights Movement, the Woman's Movement, the Vietnam War and those who opposed it, the Counterculture and Gay Liberation.

4.9 Proseminar I Kulturwissenschaft (theoretisch)

Introduction to Cultural Studies

Priv.-Doz. Dr. M. Peterfy Dienstag 09:15 - 10:45 110

In this seminar, we will first discuss a number of currently relevant approaches in Cultural Studies. After having made yourselves acquainted with the most important methodological and theoretical concepts in Cultural Studies, you will pursue your individual cultural studies research project. (After an obligatory individual consultation with me.) You may choose your own topic from the field of

Anglophone literature and culture; the only condition is that you make use of the theories we discussed in the class. This seminar is especially suitable for prospective teachers, as it will introduce you into the analytical methods which are necessary for the preparation of topical themes for classroom discussions. BA-students can profit from such analyses of course, too.

Texts: A *Course Reader* will be available in the Copy Corner by the beginning of the semester.

Scheinerwerb: Reading and preparation of the chapters from our Reader, participation in classroom discussions, oral presentation of your cultural studies project, written report / term paper about your cultural studies project of about 3000-3500 words (10-12 pages)

Utopias and Dystopias in American Literature and Culture

Priv.-Doz. Dr. M. Peterfy Donnerstag 14:15 - 15:45 110

In this seminar, we will examine the tradition of utopian and dystopian literature in the United States, concentrating mainly on the 20th century. Although “utopias” and “dystopia” do not follow the convention of realistic fiction, they do reflect upon, and respond to, the historical, social, and political circumstances of their times. In the analyses of these texts we will explore the potential of literature as a vehicle for cultural critique. This seminar is suitable both for BA students and prospective teachers.

Texts: Please buy the following texts and read them by the beginning of the semester:

- Edward Bellamy, *Looking Backward, 2000-1887*. (1888) Create Space Independent Publishing.
- Charlotte Perkins Gilman, *Herland* (1915) Wilder Publications.
- Ursula Le Guin, *The Dispossessed: An Ambiguous Utopia* (1974) Harper Voyager.
- Jack London, *The Iron Heel*. (1915) Dover Books.
- Suzanne Collins, *The Hunger Games*. Vol. 1-3. Scholastic.

Scheinerwerb: Oral presentation, regular attendance, reading and knowledge of texts (vocabulary, annotations, structural awareness), term paper of about 3000-3500 words (ca. 10-12 pages)

The Uses of Literature

Dr. P. Löffler Montag 09:15 - 10:45 122

People write and read literary texts for a variety of different reasons: entertainment, education, political initiation, therapy, spiritual awakening, or cultural prestige. This

seminar wants to contextualize the writing-reading relationship on the basis of several theoretical texts about the different uses of literature since the late 18th century. We will look at the institutional settings that define the production and the consumption of literature as well as at particular types of texts and their assumed 'use value' throughout European and American literary history. Among others, authors assigned in this course include Friedrich Schiller, Ralph Waldo Emerson, Henry James, T.S. Eliot, Theodor W. Adorno, Richard Rorty, and Martha Nussbaum.

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

Scheinerwerb: Regular attendance, oral presentation, final term paper

The American Suburb in US Literature

D. Baruah Donnerstag 11:15 - 12:45 112

The focus of this seminar is to understand the cultural significance of the American Suburb, the dominant pattern of housing in the United States. Suburbia is not just an architectural or spatial entity, it is also a symbol of the values and contradictions within American society. The seminar engages with the cultural connotations of suburbia by studying a range of literary representations of the American suburb spanning from the 1950s to the present. It explores the suburb as a contested space, and as a site of both dreams and discontentment. The analysis will involve looking at various aspects of suburban life in the 50s and 60s, such as work, leisure, parenthood, and sexuality.

We will begin with a discussion on Sloan Wilson's *The Man in the Gray Flannel Suit*. Using this novel we will contextualize the phenomenon of the suburb during the post-war years and deal with questions of labor and work to sustain the suburban life. This will be followed by a close reading of the short stories – "The Housebreaker of Shady Hill" and "The Swimmer" by John Cheever – delving into the anxieties and pressures of living in suburbia. The next key text is Richard Yates' *Revolutionary Road*, wherein we will discuss ideals of femininity and masculinity and the ruptures in the vision of suburbia. The text will also help us investigate the dichotomy of the city and the suburb, and the meaning of such a polarization. Finally we will move to Edward Albee's play *Who's Afraid of Virginia Woolf?* The play questions whether or not the suburban fantasy is willful and if it is really without exits. The seminar will simultaneously look at movie adaptations of the listed literary texts.

Texts:

- Wilson, Sloan. *The Man in the Gray Flannel Suit* (1955)
- Cheever, John. "The Housebreaker of Shady Hill" (1958)
- Cheever, John. "The Swimmer" (1964)
- Yates, Richard. *Revolutionary Road* (1961)
- Albee, Edward. *Who's Afraid of Virginia Woolf?* (1962)

Makeover Culture in the American Novel

S. Rocha Teixeira Donnerstag 09:15 - 10:45 112

Description see page 18.

4.10 Proseminar II Kulturwissenschaft/Landeskunde

Befähigung zur theoretisch reflektierten Analyse ausgewählter Phänomene des englischsprachigen Kulturraumes in historischer Perspektive; Befähigung zur kritischen Analyse kultureller Ordnungs- und Sinngebungen und ihrer medialen Repräsentation.

Lehramtsstudierende können in allen Veranstaltungen dieses Typs einen Landeskundeschein erwerben.

Classical Mythology in British Literature and Culture from the 14th to the 21st Century

E. Redling Donnerstag 16:15 - 17:45 122

Description see page 21.

Shakespeare's Roman Plays

Dr. H. Grundmann Mittwoch 09:15 - 10:45 115

Description see page 22.

The Victorian Age

Description see page 23.

Some Sense of Humour: Englishness and the Culture of Laughter

Priv.-Doz. Dr. B. Hirsch Mittwoch 16:15 - 17:45 110

Description see page 24.

The History of British Comedy and its Portrayal in Contemporary Plays

Dr. M. Raab 2.10. und 6.-10.10.2014 Anglistisches Seminar

The British Music Hall was an institution which under one roof harboured many of the genres we now refer to as the entertainment industry. It had a mass appeal particularly for proletarian visitors who wouldn't frequent theatres. Especially well-loved were its character comedians. Still today their successors have a huge following, be it on stage or on television and film. Dramatists often chose this vibrant scene to portray fictional or real performers and to ask what the function and the appeal of their art was. The workshop will attempt a survey of British comedy from the late 19th century until today and analyse six plays dealing with it. John Osborne and Douglas Maxwell set their action at the tail-end of the Music Hall in the 1950s in England and at the end of the 1920s in Scotland in *The Entertainer* and *Variety* respectively. Trevor Griffiths's characters in *Comedians* attend an evening class for prospective entertainers in Manchester. Terry Johnson, the most important specialist for the genre, writes about the members of a comedy fan club in *Dead Funny* and about the cast of the Carry On-films in *Cleo, Camping, Emmanuelle and Dick*. In *Ying Tong* the appropriately named Roy Smiles brings to the stage the members of the legendary Goon Show Spike Milligan, Peter Sellers and Harry Secombe.

Texts:

- John Osborne: *The Entertainer* (1956)
- Trevor Griffiths: *Comedians* (1975)
- Terry Johnson: *Dead Funny* (1994)
- Terry Johnson: *Cleo, Camping, Emmanuelle and Dick* (1998)
- Douglas Maxwell: *Variety* (2002)
- Roy Smiles: *Ying Tong* (2004)

In preparation should be watched Tony Richardson's 1960-film *The Entertainer*, Richard Eyre's production of *Comedians* (<http://www.youtube.com/watch?v=GUEB4PAZMRk>) and Terry Johnson's film version of *Cleo, Camping, Emmanuelle and Dick* under the title *Cor, Blimey!* (http://www.youtube.com/watch?v=JOPdlSF_xqc).

Participants are expected to do two oral presentations about a character from one of the plays and a topic to be chosen in advance on a first come, first served basis from two lists and emailed to <drmichael.raab@web.de>. This is also the email-address to enrol for the course.

Donnerstag, 2.10., 10.15 Uhr - 13.30 Uhr und 14.30 Uhr - 16.00 Uhr

Montag, 5.10., 10.15 Uhr - 13.30 Uhr und 14.30 Uhr - 16.00 Uhr

Dienstag bis Freitag, 6.10. - 9.10., jeweils 9.15 Uhr - 12.30 Uhr und 13.30 - 15.00 Uhr

Censorship in American History and Culture

Priv.-Doz. Dr. M. Peterfy Dienstag 14:15 - 15:45 110

This course will take us through the history of free speech and religion in Colonial America and the United States, with a parallel emphasis on a number of historical instances of censorship. We will start with religious freedom and its restriction in the Puritan colonies, then move on to conflicts between the local New England presses and the British colonial government. The historical cases of censorship and attempted censorship discussed in this seminar have an additional significance, as they reveal central conflicts in American history. We will further discuss the censorship of theater, and of art and literature.

Texts: A *Course Reader* will be available for purchase in the Copy Corner by the end of September.

Scheinerwerb: Regular attendance, preparation of texts (will be tested occasionally), one oral presentation, active participation in classroom discussions. There will be a final, written test.

Star Trek: Rewriting the Past in the Future

C. Burmedi Montag 09:15 - 12:45 110 3st.

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

5. Hauptseminare

5.1 Hauptseminare Sprachwissenschaft

Contrastive Linguistics

Dr. M. Isermann Montag 09:15 - 10:45 114

Contrastive Linguistics is the systematic comparison of mostly two languages for the purpose of describing their similarities and differences. Earlier conceptions of CL placed the contrastive comparison of languages in an applied context, focussing on what were assumed to be problematic structures in the teaching of the relevant languages. In contrast, recent CL takes a more theoretical perspective, aiming to relate whole bundles of contrastive features, often from seemingly unrelated areas of language, to fundamental structural differences between the languages. The seminar focuses on the latter perspective. It is particularly recommended for prospective teachers of English at German schools.

Late Modern English

Priv.-Doz. Dr. N. Nesselhauf Mittwoch 11:15 - 12:45 113

Late Modern English, or, roughly speaking, the English language in the 18th and the 19th centuries, has recently become the focus of much scholarly attention. In this seminar, we are going to look at the state(s) and in particular the development of English in this period. In the first part of the seminar, we will concentrate on English in England; in the second part, other varieties that had emerged or were emerging in the relevant time span will also be considered. Throughout, we will explore all levels of language, from phonology and morphology to lexicology and discourse structure, with a particular focus on syntactic developments. Relevant textlinguistic and socio-cultural developments will also be taken into account.

On the methodological side, one aim of the seminar is to become acquainted with the corpus-linguistic approach to investigating language change. You will be expected to carry out your own small research project (deadline 13 March).

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

Cognitive Poetics

Dr. C. Hamilton

Figurative language is central to human cognition. For Aristotle, creating original metaphors was a sign of genius. More recently, George Lakoff and his colleagues have

argued that much of our thought and language everyday is metaphorical. Indeed, our use of figurative language seems so common that we may hardly recognize it as “figurative” at all. In cognitive linguistics, the status of figurative language is subject to debate for it seems to be ordinary and extraordinary simultaneously. Whether or not figurative language is really different from so-called everyday language is also subject to debate, as philosophers, psychologists, and linguists continue to analyze how we create and understand figurative language. In literary studies, similar debates occur about the nature of so-called literary language.

As we will see in this seminar, figurative language is a rich topic for research in many fields of inquiry, from the humanities to cognitive science. Some recent journal articles about figurative language will also be required reading. Ultimately, this seminar aims to help students enhance their understanding of figurative language, and also learn how to analyze figurative language in context.

Texts: Dancygier, Barbara and Eve Sweetser (2014). *Figurative Language*. Cambridge University Press.

Style and Language

Prof. Dr. B. Busse Dienstag 09:15 - 10:45 NUni, HS 12a

Style may be defined as the way language is used in a given context. This seminar will try to outline the complex relationship between language and style and provide you with a toolkit to analyse this interplay. It will give you an overview of how style has been encoded in English in use and of how concepts and perceptions of linguistic style have been heavily contested in the history of English.

This seminar will also describe and critically discuss a number of historical and contemporary linguistic approaches, theories and methods, which explicitly or implicitly address the relationship between style and language. Obviously, issues of style and/in language are central to rhetoric and stylistics. They also play a role, however, in sociolinguistic, pragmatic, corpus-linguistic, cognitive linguistic or psycholinguistic frameworks where the concept as such is visible in key terms like variation, context, register, function, repetition, patterning, construction, or priming.

Texts: A set of preparatory reading material will be announced in August 2014.

Scheinerwerb: Students will be asked to give a presentation in class and to write a term paper at the end of the seminar.

Please contact Mrs Anika Conrad by 15 August 2014 at <anika.conrad@as.uni-heidelberg.de> to sign up for the course.

Linguistic (Im-)Politeness on- and off-line

Prof. Dr. S. Kleinke Dienstag 16:15 - 17:45 108

Focusing on the concept of linguistic politeness, this course will introduce central pragmatic models of politeness (Leech, Brown and Levinson, and Watts) and their application to linguistic rudeness. With these models as a theoretical basis, we will discuss a broad range of empirical studies that cover relevant linguistic strategies speakers use in on- and off-line contexts, including traditional politeness categories, such as different types of Face-Threatening Acts and their mitigation, and strategies used in the discursive construction of (im-)politeness, which are often studied from a contrastive perspective. There are two questions we will be dealing with throughout the course: first, how context shapes interlocutors' construction and perception of (im-)politeness in ongoing interaction, and second, how politeness categories can be operationalised for linguistic research.

A list of topics for term papers, a reading list and further details on how the course is organised will be provided in the first session.

Please register via e-mail: <anmeldung.kleinke@as.uni-heidelberg.de>

Recommended Reading: Watts, Richard J. 2003. *Politeness*. Cambridge: Cambridge University Press. (Chapter 1).

Varieties of English: Focus on South Africa

Priv.-Doz. Dr. N. Nesselhauf Montag 11:15 - 12:45 113

In this seminar, we are going to investigate in detail the emergence and shape of different varieties of English. Our focus is going to be on South Africa, as we can find there not only an in itself diverse L1 (i.e. native) variety but also several different L2 (i.e. second language) varieties such as Black South African English (or possibly Englishes), Afrikaans English and South African Indian English. In addition to shedding light on the present-day as well as historical role of English in South Africa we will also compare the varieties found there to other Southern Hemisphere L1 varieties and to other second language varieties. Finally, we are also going to discuss various classificatory and developmental models of World Englishes.

Students will be expected to carry out their own empirical research projects for the seminar paper (deadline 13 March).

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

5.2 Hauptseminar Literaturwissenschaft

Shakespeare

Priv.-Doz. Dr. C. Lusin Mittwoch 16:15 - 17:45 122

“I have striven hard to open English eyes to the emptiness of Shakespeare’s philosophy, to the superficiality and second-handedness of his morality, to his weakness and incoherence as a thinker, to his snobbery, his vulgar prejudices, his ignorance, his disqualifications of all sorts for the philosophic eminence claimed for him”, George Bernard Shaw attacked Shakespeare in a letter in 1906. Shaw’s venomous verdict, which made it into *The Telegraph*’s “Top 10 vicious literary hatchet jobs”, goes very much against the grain of a critical tradition wont to praise Shakespeare’s genius and contemporaneity. However, what is actually so brilliant about Shakespeare’s works, and what makes him “our contemporary”? Why should we still read his works today - and teach them at school?

In this course, we will indulge in a little “bardolatry” — a term Shaw coined for excessive admiration of “the Bard” — and contextualize Shakespeare’s works within the history, culture and literature of his age. The Shakespeare texts we will read include a range of sonnets as well as one history, one comedy and one tragedy: *Richard III*, *As You Like it* and *Hamlet*. Apart from discussing questions of genre, thematic content and dramatic technique, we will address various cultural topics crucial to the Elizabethan and Jacobean era, such as the reign of the Tudors, the Elizabethan worldview, theatre techniques and conventions, and numerous other aspects of life at that time.

Texts:

- *The Oxford Shakespeare. Richard III.* Ed. John Jowett. Oxford: Oxford UP, 2001.
- *The Oxford Shakespeare. As You Like It.* Ed. Alan Brissenden. Oxford: Oxford UP, 2008.
- *The Oxford Shakespeare. Hamlet.* Ed. G.R. Hibbard. Oxford: Oxford UP, 1998.
- Schabert, Ina (ed.). *Shakespeare-Handbuch: Die Zeit — der Mensch — das Werk.* Stuttgart: Kröner, 2000.
- Suerbaum, Ulrich. *Das elisabethanische Zeitalter.* Stuttgart: Reclam, 2003.
- Wells, Stanley (ed.). *The Cambridge Companion to Shakespeare Studies.* Cambridge et al.: Cambridge UP, 2000.

Early English Novelists: Defoe, Fielding and Sterne

Priv.-Doz. Dr. B. Hirsch Dienstag 16:15 - 17:45 114

Focussing on Daniel Defoe’s erstwhile scandalous *Moll Flanders* (1722), Henry Fielding’s unashamedly quixotic *Joseph Andrews* (1742) and Laurence Sterne’s

staggeringly experimental *Tristram Shandy* (1759-67), this seminar is designed to reconstruct the seemingly irresistible “rise of the novel” (Ian Watt) to be witnessed in England between c. 1720 and 1780. The comparative reading of three decidedly diverse manifestations of the genre across the Channel aims at exploring the hybrid origins and the remarkably flexible nature of early prose fiction. Moreover, in reading the selected corpus against the backdrop of eighteenth-century social and cultural history we shall gain a better understanding of the interplay between the emergence of the novel and the increasing relevance of the middle classes and their specific literary preferences.

Texts:

- Defoe, Daniel, *The Fortunes and Misfortunes of the Famous Moll Flanders*. Ed. David Blewett. London: Penguin Books, 1989.
- Fielding, Henry, *Joseph Andrews; Shamela*. Ed. Thomas Keymer. Oxford et al.: Oxford UP.
- Sterne, Laurence, *The Life and Opinions of Tristram Shandy, Gentleman*. Ed. Melvyn New / Joan New. London: Penguin Books, 2003.

Further Reading

- Backscheider, Paula R. / Srinivas Aravamudan, (eds.), *A Companion to the Eighteenth-Century English Novel and Culture*. Malden, MA et al., 2005.
- Goring, Paul, *Eighteenth Century Literature and Culture: A Students Guide*. London et al., 2008.
- Watt, Ian, *The Rise of the Novel: Studies in Defoe, Richardson, and Fielding*. Berkeley et al., 2001.

Scheinerwerb: Regular attendance, active participation, oral presentation & end-of-term essay. All participants are expected to have read the three novels by the beginning of term.

Ethics and Literature

Dr. K. Frank Donnerstag 11:15 - 12:45 333

The scandalised reactions to literary works from Swift's *Gulliver's Travels* to Lawrence's *Lady Chatterley's Lover* make it obvious that literature has the power to instigate moral feelings and moral reflection of various kinds. In this seminar, we will theorise the complex relations between literature, morality and ethics, and apply our findings to a selection of literary texts from the eighteenth to the twenty-first century, ranging from love poetry to crime stories and fantasy. We will analyse how ethical questions and moral quandaries are translated into plot, characters, and the spatial construction of fictional worlds, and how the ambiguities of poetic language can serve to highlight moral conflicts and moral aporia.

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

Texts: Please read Robert Louis Stevenson's *Strange Case of Dr Jekyll and Mr Hyde* before the term starts.

The Persuasive Power of Fiction

Prof. Dr. V. Nünning Mittwoch 09:15 - 10:45 116

A large body of psychological research has demonstrated that reading stories changes readers' beliefs, their attitudes and even their personality traits. At first sight, these results seem to be surprising: who would have thought that a simple story can induce North American students to believe that, for instance, eating chocolate helps you lose weight or that brushing your teeth is bad for your gums? This is exactly what studies have found, however, and it has been demonstrated that fictional stories are at least as persuasive as factual ones.

It has not been analysed as yet, however, by what means fictional stories influence readers' minds. Which features of fiction contribute to this process? Which narrative conventions and aesthetic devices can arguably be connected with the persuasive power of fiction? And to what extent did these devices change throughout the centuries?

This seminar will attempt to provide provisional answers to these questions. We will pursue questions which are of great importance for future teachers: If reading fiction has a lasting impact on readers' minds, one had better choose the stories one reads in classes very carefully. The course is also research-oriented; many of the questions we will ask have not been answered as yet.

We will be working on three selected novels, as well as excerpts from novels of the eighteenth, nineteenth, twentieth and twenty-first century. A master copy of the excerpts will be provided at the beginning of the semester.

Registration: For registration, please hand in a short essay (1500-2000 characters) about your motivation for choosing this module and what topics and research

questions you are most interested in. The text is to be sent to <vera.nuenning@urz.uni-heidelberg.de> by the 31st of August.

Scheinerwerb: In addition to regular attendance and active class participation (1 credit point) and preparation/homework time (3 credit points), participants will be expected to give an oral presentation (plus a handout) (1 credit point) and write a 'Hauptseminararbeit' (3 credit points) if they want to receive a 'Hauptseminarschein'.

American Transcendentalism

Prof. Dr. C. Spahr Mittwoch 10:15 - 12:45 110 2st.

This seminar will examine the writings of crucial Transcendentalist figures such as Amos Bronson Alcott, Orestes Brownson, Margaret Fuller, and George Ripley. Special emphasis will be put on the works of Ralph Waldo Emerson and Henry David Thoreau. We will explore the Transcendentalists' ideas of human and social perfection, their antislavery writings, and their educational experiments. Students should be willing to familiarize themselves with aesthetic, political, and philosophical concepts ranging from the Enlightenment to European Romanticism and American philosophers such as Jonathan Edwards.

Texts: Students are expected to purchase and read the following texts until the beginning of the semester:

- Lawrence Buell (ed.), *The American Transcendentalists: Essential Writings*. New York: Modern Library, 2006. [ISBN 081297509X]
- Henry David Thoreau, *Walden, Civil Disobedience and Other Writings*. New York: Norton, 2008. [ISBN 0393930904]

Edgar Allan Poe as an American Author

Priv.-Doz. Dr. M. Peterfy Donnerstag 09:15 - 10:45 110

"That we are not a poetical people has been asserted so often and so roundly, both at home and abroad that the slander, through mere dint of repetition, has come to be received as truth." Thus writes Edgar Allan Poe in 1842, reviewing Rufus Griswold's anthology, *The Poets and Poetry of America*. Poe's efforts to prove that there exists great American poetry, might give the impression of an exercise in American patriotism. But, in fact, and as we are going to explore in this seminar, his vantage point is different: he insists that he and some other poets, living in America, are proof that great poetry can be written anywhere, even in the famously "practical" United States. Taking into account Poe's American locality, we will read his prose fiction, criticism, and his poetry with an eye to his aesthetic achievements.

Texts: Please buy

- *The Short Fiction of Edgar Allan Poe: An Annotated Edition* Ed. Susan Levine and Stuart Levine. Urbana, Chicago: University of Illinois Press
- *The Narrative of Arthur Gordon Pym of Nantucket*. New York: The Modern Library. Additional reading will be provided.

Scheinerwerb: Every week: short discussion teaser (prepared by 2 to 3 students, settling on a certain aspect of the texts — after previous discussion with me), regular attendance, preparation of texts (vocabulary, annotations, structural awareness), term paper of about 4500-5000 words (about 15 pages)

Trust and Suspicion: American Literature and the Emotional Foundations of Democracy

Prof. Dr. D. Schloss Donnerstag 14:15 - 15:45 108

Enlightenment philosophers have taught us not to take anything on trust and to subject everything to the test of critical rationality. Social thinkers and psychologists in our own days point out that trust is the very foundation of human activity and that the processes in all spheres of life — society, politics, economy, private life — vitally depend on it. How can modern democracies function considering the conflicting impulses of suspicion and trust?

The writers of the American Renaissance were deeply concerned with this question. In stories such as “Young Goodman Brown” or “My Kinsman, Major Molineux”, Hawthorne dramatizes the crisis that occurs when human beings lose trust in their world, and shows how they are at risk of becoming dysfunctional. Melville’s novel, *The Confidence Man*, provides a view of American society caught in a limbo between trust and suspicion, while Emerson’s transcendentalism can be seen as a philosophy that attempts to rebuild trust under the conditions of modern skepticism. We will read these and other American writers in conjunction with contemporary social theorists such as Niklas Luhmann, Francis Fukuyama, and Martin Hartmann, in the hope of gaining some interesting insights into the precarious emotional foundations of modern democracy. Students with a background in sociology or political science are particularly welcome.

Texts: Herman Melville, *The Confidence-Man: His Masquerade* (Norton Critical Edition); Theodore Dreiser, *Sister Carrie* (NCE); Benjamin Franklin, *Autobiography*, Parts A and B (Norton Anthology of Am. Lit.); Nathaniel Hawthorne, “Goodman” and “Kinsman” (NA); R. W. Emerson, “Self-reliance”, “Experience” (NA); William James, “Will to Believe” (etext).

The novels and short stories should be read before the term starts. Class schedules and a reader with theoretical texts will be supplied in September.

Recommended Reading: *Vertrauen: Die Grundlage des sozialen Zusammenhaltes*, ed. by Martin Hartmann and Claus Offe.

Scheinerwerb: Regular attendance (1 LP), regular homework assignments (1 LP), presentation (2 LP), term paper (4 LP).

American Literary Journalism and the Marketplace

Prof. Dr. C. Spahr Montag 09:15 - 10:45 112

In this seminar, we will read literary journalistic texts from the 1890s to today. We will analyze the tradition of the muckrakers and their relationship to a specific newspaper and magazine culture at the turn of the century. We will then discuss the New Journalists (mainly Truman Capote) and their redefinition of literature as nonfiction. The final part of the seminar will be dedicated to a new wave of literary journalists such as Chris Hedges, Joe Sacco, and Dave Eggers. One of the major questions that we will discuss is how these authors position themselves in a particular cultural field and how they develop concepts of literature and journalism which assume that literary texts have a social and political function.

Texts: The following books must be purchased. Riis's text needs to be read until the second week of the semester:

- Jacob Riis, *How the Other Half Lives* (ISBN 0393930262)
- Truman Capote, *In Cold Blood* (ISBN 0679745580)
- Chris Hedges/Joe Sacco, *Days of Destruction, Days of Revolt* (ISBN 1568586434)

Contemporary British Drama

Prof. Dr. P. Schnierer Donnerstag 11:15 - 12:45 115

This seminar will deal with some of the most interesting dramatic experiments that have emerged in Britain over the last twenty years. We will deal with two classics of in-her-face theatre, Sarah Kane's *Blasted* (1994) and Mark Ravenhill's *Shopping and Fucking* (1996). We will also study two recent examples of political theatre, Lucy Prebble's *Enron* (2009) and Richard Bean's *The Heretic* (2011). At least four more plays will be selected on the basis of your recommendations. In order to participate in this seminar you will have to register your interest by mail as soon as you read this, reaffirm your interest once I ask you to do so (about two or three weeks after the summer term ends), hand in a one page paper describing your research interest in the context of the seminar and recommending a play or two and, finally, either attend the first meeting or apologize for your absence in advance.

6. Kolloquien

6.1 Sprachwissenschaft

Examenskolloquium

Prof. Dr. B. Busse Dienstag 11:15 - 12:45 NUni, HS 05

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

Please contact Mrs Anika Conrad by 15 August 2014 at <anika.conrad@as.uni-heidelberg.de> to sign up for the course.

The Structure of Present-Day English

Dr. M. Isermann Dienstag 18:15 - 19:45 108

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 outside my office 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 an 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.

Research Colloquium

Prof. Dr. S. Kleinke Mittwoch 18:15 - 19:45 108

This seminar is designed for 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 such a project). It offers writers of theses and dissertations a forum to present and discuss their work-in-progress. In addition,

we will consider how linguistic projects are best organized and discuss current research issues including both methodological and theoretical concerns wherever possible.

N.B.: A detailed seminar plan will be provided before the first session via E-Mail.

You can register for this class during my office hours (preferred) **and** by e-mail at <anmeldung.kleinke@as.uni-heidelberg.de>

Exam Colloquium

Prof. Dr. S. Kleinke Donnerstag 11:15 - 12:45 110

This course is for advanced students and students preparing for their final exams (Staatsexamen or Magister exam). Its aim is to help students decide on exam topics and provide them with an overview of sub-disciplines and research areas in linguistics. Participants are expected to formulate questions and prepare exercises for each session. Registration: <anmeldung.kleinke@as.uni-heidelberg.de>

Texts: Kortmann, Bernd (2005): *English Linguistics: Essentials*. Berlin. Cornelsen. (Recommended).

You will receive further information on the literature during the first session

Examenskolloquium

Priv.-Doz. Dr. N. Nesselhauf Mittwoch 09:15 - 10:45 113

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. In addition, we will cover some of the areas of specialization of the participants and practice possible exam questions.

To register, please send an email to <Nadja.Nesselhauf@urz.uni-heidelberg.de>. Priority will be given to those students who will be taking the oral exam with me in the following semester (in this case, no registration is necessary).

6.2 Literaturwissenschaft

Colloquium for Exam Candidates

Prof. Dr. V. Nünning Mittwoch 11:15 - 12:45 112

In this colloquium, we will discuss topics relevant for the final exams. The participants will talk about topics for final papers and how these should best be structured (Zulassungsarbeit, Bachelor-, Master- & Magisterarbeit), about suitable topics for the oral exams, about an ideal preparation for the written and oral exams, and about what kind of knowledge should be attained so as to get an adequate overview of English Literature. And since a good preparation for the exam should ideally begin with the selection of according seminars during the main study period, participants who have not yet completed all necessary courses may also take part.

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

Preparing for the Final Exam

Prof. Dr. D. Schloss Dienstag 16:15 - 17:45 115

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

Anmeldungen bitte per Email an: <dietmar.schloss@urz.uni-heidelberg.de>

Colloquium for exam candidates

Prof. Dr. P. Schnierer Montag 09:15 - 10:45 108

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.

Anmeldung ab sofort per Email: <pps@urz.uni-heidelberg.de>

Colloquium for Doctorate Students

Prof. Dr. V. Nünning Dienstag 14:15 - 15:45 112 2st.

This seminar is intended for doctorate students of English and American Studies in the field of Literary Science. Here, basic problems that arise when writing a dissertation, as well as selected theories and topics will be discussed.

Please register personally with me during my office hours.

Dieses Seminar richtet sich an Doktorandinnen und Doktoranden der anglistischen und amerikanistischen Literaturwissenschaft. Im Mittelpunkt stehen die Diskussion grundlegender Probleme, die sich beim Verfassen einer literaturwissenschaftlichen Dissertation ergeben, sowie ausgewählte Theorien (etwa feministische Narratologie) und Themen.

Eine persönliche Anmeldung in meiner Sprechstunde ist erforderlich.

7. Oberseminare

Oberseminar

Prof. Dr. P. Schnierer Donnerstag 18:15 - 19:45 113

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.

8. Examensvorbereitung

Vorbereitungskurs für Examenskandidaten

Translation into English

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 term.

Registration: Registration is through SignUp only.

K. Henn Montag 16:15 - 17:45 122 2st.

K. Henn Montag 14:15 - 15:45 122 2st.

D. O'Brien Dienstag 11:15 - 12:45 108 2st.

9. Fachdidaktik

9.1 Fachdidaktik I

Fachdidaktik I

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 theoretischen Grundlagen zum Fremdsprachenerwerb 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. Erwartet wird die Bereitschaft, fachwissenschaftliche Inhalte funktional mit fachdidaktischen Fragestellungen zu verbinden.

Anmerkung: Dieser Kurs beginnt um 16:00 Uhr (s.t.).

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

Texts: Lehrwerke werden gestellt

Scheinerwerb: Regelmäßige Anwesenheit, aktive Teilnahme, eine Hausarbeit von ca. 10 Seiten; ggf. auch ein gehaltenes Referat und dessen schriftliche Zusammenfassung auf 5 - 7 Seiten.

S. Mußmann	Montag	16:00 - 17:30	113
J. Naßutt	Mittwoch	17:15 - 18:45	114
I. Sikora-Weißling	Donnerstag	14:15 - 15:45	115
I. Sikora-Weißling	Donnerstag	16:15 - 17:45	115

9.2 Fachdidaktik II

Interkultureller Englischunterricht

S. Schwarz Montag 14:15 - 15:45 114 2st.

Die Veranstaltung richtet sich ausschließlich an Studentinnen und Studenten nach dem Praxissemester, die bereits die Veranstaltung Fachdidaktik I besucht haben.

Im Mittelpunkt dieses Kurses stehen verschiedene landeskundliche und interkulturelle Themen im Englischunterricht der Sekundarstufen I und II. Didaktisch-methodische Aspekte der unterrichtlichen Behandlung und der Vermittlung von soziokulturellem Wissen sowie interkulturelle Kompetenzen werden vorgestellt, gemeinsam und selbstständig erarbeitet, verglichen und reflektiert.

Scheinerwerb: regelmäßige und aktive Teilnahme an den Sitzungen, Vor- und Nachbereitung verschiedener Unterrichtseinheiten, Hausarbeit im Umfang von ca. 10 Seiten.

Dealing with Texts in English Lessons

S. Mußmann Montag 14:15 - 15:45 113 2st.

The focus of this course will be on “how to deal with texts at school.” Following an overview, we will pursue a practical-oriented approach and, based on teaching methodology/ didactics, deal with precise examples that can be used in English lessons.

Prerequisites: “Fachdidaktik I” & internship at school (“Praxissemester”)

Texts: Participants are asked to have read J. Walls’ *Half Broke Horses* (preferably Schoeningh edition) by November 17.

Scheinerwerb: active participation, reading & regular attendance; term paper/ oral presentation & paper

Media in the English classroom

C. Dub Montag 16:15 - 17:45 108 2st.

Im Mittelpunkt steht der Einsatz verschiedener Medien im Englischunterricht der Sekundarstufen I und II. An die Erörterung des theoretischen Hintergrundes schließt sich die praxisorientierte Erarbeitung von Einsatzmöglichkeiten verschiedener Medien unter methodisch-didaktischen Gesichtspunkten an.

Die Veranstaltung richtet sich ausschließlich an Studentinnen und Studenten, die Fachdidaktik I und das Praxissemester absolviert haben.

Scheinerwerb: regelmäßige und aktive Teilnahme an den Sitzungen, Vor- und Nachbereitung der Sitzungen, Hausarbeit (ca. 10 Seiten)

10. Sprachpraxis

10.1 Pronunciation Practice BE

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**).

N.N. Dienstag 08:15 - 09:00 ZSL 320 1st.

N.N. Dienstag 09:15 - 10:00 ZSL 320 1st.

N.N. Dienstag 10:15 - 11:00 ZSL 320 1st.

N.N. Dienstag 11:15 - 12:00 ZSL 320 1st.

N.N. Dienstag 12:15 - 13:00 ZSL 320 1st.

N.N. Dienstag 14:15 - 15:00 ZSL 320 1st.

N.N. Dienstag 15:15 - 16:00 ZSL 320 1st.

10.2 Pronunciation Practice AE

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).

N. Becker Donnerstag 10:15 - 11:00 ZSL 320 1st.

N. Becker Donnerstag 11:15 - 12:00 ZSL 320 1st.

N. Becker Donnerstag 12:15 - 13:00 ZSL 320 1st.

N. Becker Donnerstag 13:15 - 14:00 ZSL 320 1st.

10.3 Grammar/Tense and Aspect

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).

C. Burmedi Dienstag 09:15 - 10:45 122 2st.

K. Pfister Dienstag 11:15 - 12:45 114 2st.

K. Henn Dienstag 16:15 - 17:45 116 2st.

D. O'Brien Mittwoch 09:15 - 10:45 122 2st.

K. Pfister Donnerstag 09:15 - 10:45 114 2st.

K. Pfister Donnerstag 11:15 - 12:45 114 2st.

10.4 Grammar/Tense and Aspect for Repeat Students

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

C. Burmedi Dienstag 11:15 - 12:45 122 2st.

10.5 Writing/Essential Skills for Writing

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.

D. O'Brien	Dienstag	09:15 - 10:45	116	2st.
K. Henn	Dienstag	11:15 - 12:45	116	2st.
K. Henn	Dienstag	14:15 - 15:45	116	2st.
K. Henn	Donnerstag	11:15 - 12:45	113	2st.
D. O'Brien	Freitag	11:15 - 12:45	116	2st.

10.6 Translation into English/Structure and Idiom

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

K. Pfister	Montag	11:15 - 12:45	114	2st.
A. Mau	Montag	14:15 - 15:45	112	2st.
A. Mau	Montag	16:15 - 17:45	112	2st.
K. Pfister	Dienstag	09:15 - 10:45	114	2st.
B. Gaston	Donnerstag	11:15 - 12:45	116	2st.
B. Gaston	Donnerstag	14:15 - 15:45	122	2st.

10.7 English in Use

KISS-Professional Presentation of Research

K. Gunkel Sa 15.11., 29.11.2014, 10.1.2015, 31.1.2015, jeweils 11-13 und 15-18 Uhr R 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. This course is suitable for both beginning teachers and young professionals. Requirements: PowerPoint/Keynote. Please bring your own laptop or tablet computer.

Scheinerwerb: 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.

Business English

K. Zawatzky Montag 11:15 - 12:45 116

This course will cover the basic business topics of management and marketing, business vocabulary and cultural awareness. A special emphasis will be placed upon perfecting business communication skills: telephoning, e-mail, meetings and negotiations as well as social English.

Vocabulary and Idiom

D. O'Brien Donnerstag 09:15 - 10:45 116

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

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

Texts: There is no set course book. A good up-to-date learner's dictionary (Longman DCE, OALDE, Collins COBUILD etc.) will be essential for class work.

10.8 Advanced Writing/Academic Essay Writing

Teilnahmevoraussetzungen:

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

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

50% BA: Essential Skills for Writing.

Academic Essay Writing

C. Burmedi Montag 14:15 - 15:45 Neue Uni HS 06

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 analysis charts and outlines 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

Description and Narration

The intention of this course is to enable students to understand and produce descriptive and narrative texts. We will start with description, focusing on diary entries 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 and produced throughout the semester.

B. Gaston Montag 11:15 - 12:45 115 2st.

B. Gaston Montag 14:15 - 15:45 115 2st.

C. Burmedi Donnerstag 09:15 - 10:45 122 2st.

C. Burmedi Donnerstag 11:15 - 12:45 122 2st.

Exposition and Argumentation

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’).

D. O’Brien Dienstag 16:15 - 17:45 122 2st.

Kay Henn Donnerstag 14:15 – 15:45 113 2st.

Professional Poster Presentation

K. Gunkel Donnerstag 09:15 - 10:45 333

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. To distinguish this course from “Text Types: Description and Narration,” we will be dealing with a particular text type of non-fiction, namely academic posters.

10.10 Exposition and Argumentation

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.

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

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

Description see page 55.

D. O’Brien Dienstag 16:15 - 17:45 122 2st.

Kay Henn Donnerstag 14:15 – 15:45 113 2st.

Professional Poster Presentation

K. Gunkel Donnerstag 09:15 - 10:45 333 2st.

Description see page 55.

10.11 Description and Narration

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.

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

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

Description see page 54.

B. Gaston Montag 11:15 - 12:45 115 2st.

B. Gaston Montag 14:15 - 15:45 115 2st.

C. Burmedi Donnerstag 09:15 - 10:45 122 2st.

C. Burmedi Donnerstag 11:15 - 12:45 122 2st.

10.12 Translation II (E-G)

This course provides you with the tools necessary to translate a variety of literary texts in such a way that the German version produces as much of the spirit and effect on the German audience as the original does on the native English reader. You will learn the shortcomings of a word-by-word translation. Even sentences cannot be viewed in isolation from the paragraph, and the paragraph in turn is embedded in the text. Consequently, we will have to acknowledge these textual relationships and base our choices on a thorough literary and linguistic analysis of the original.

Scheinerwerb: Steady attendance and active class participation (regular homework assignments to be handed in), a group project and a final exam in form of an in-class translation

K. Gunkel	Donnerstag	18:15 - 19:45	333	2st.
K. Gunkel	Freitag	09:15 - 10:45	333	2st.

10.13 Advanced English in Use

Description and Narration

Description see page 54.

B. Gaston	Montag	11:15 - 12:45	115	2st.
B. Gaston	Montag	14:15 - 15:45	115	2st.
C. Burmedi	Donnerstag	09:15 - 10:45	122	2st.
C. Burmedi	Donnerstag	11:15 - 12:45	122	2st.

Exposition and Argumentation

Description see page 55.

D. O'Brien	Dienstag	16:15 - 17:45	122	2st.
Kay Henn	Donnerstag	14:15 - 15:45	113	2st.

Professional Poster Presentation

K. Gunkel	Donnerstag	09:15 - 10:45	333	2st.
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Description see page 55.

Translation II (E-G)

Description see page 56.

K. Gunkel	Donnerstag	18:15 - 19:45	333	2st.
K. Gunkel	Freitag	09:15 - 10:45	333	2st.

11. Ethisch-Philosophisches Grundstudium

Classical Mythology in British Literature and Culture from the 14th to the 21st Century

E. Redling Donnerstag 16:15 - 17:45 122

Description see page 21.

Shakespeare's Roman Plays

Dr. H. Grundmann Mittwoch 09:15 - 10:45 115

Description see page 22.

Identity and Narrative Subjectivity in Eighteenth-Century Fiction (Blockseminar)

Dr. K. Frank Blockveranstaltung: Thu, 27.11.2014 (16.15 – 17.45, preparatory meeting); Sat, 17.1.2015 (11.15 – 17.45); Sun, 18.1.2015 (11.15 – 17.45); Sat, 24.1.2015 (11.15 – 17.45); Sun, 25.1.2015 (11.15 – 17.45) to be announced

Description see page 22.

English Romanticism: Byron, Shelley, Keats

Dr. K. Hertel Donnerstag 16:15 - 17:45 113

Description see page 23.

The Victorian Age

Priv.-Doz. Dr. C. Lusin Samstag 10:00 - 18:00 122 8st.

Description see page 23.

Some Sense of Humour: Englishness and the Culture of Laughter

Priv.-Doz. Dr. B. Hirsch Mittwoch 16:15 - 17:45 110

Description see page 24.

Literature & Film: Adapting Shakespeare for the Screen

Dr. K. Hertel Dienstag 14:15 - 15:45 113

Description see page 25.

American Detectives

Dr. H. Jakubzik Mittwoch 14:15 - 15:45 112

Description see page 26.

Contemporary travel writing

Priv.-Doz. Dr. J. Rupp Donnerstag 16:15 - 17:45 116

Description see page 26.

English Literary and Linguistic History – a DIY Approach

S. Frink und A. Mantlik Dienstag 11:15 - 12:45 113

Description see page 14.

Ethics and Literature

Dr. K. Frank Donnerstag 11:15 - 12:45 333

Description see page 38.

12. Sonstiges

Creative Writing

P. Bews Donnerstag 18:15 - 19:45 112

Advanced Translation into English

P. Bews Donnerstag 16:15 - 17:45 112

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.

Recent Trends in English Studies

Priv.-Doz. Dr. M. Peterfy Dienstag 13:00 - 14:00 113

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

This course is intended to introduce students to current research and topical methodologies in the field. Each weekly session is conducted by a different professor or lecturer.

No registration is needed.

SPDE Exercises

Dr. M. Isermann Freitag 11:00 - 12:30 115

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 outside my office 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.

Project Course: Literary History Timeline

C. Assmann Dienstag 16:15 - 17:45 112

During your English studies, you are likely to learn in great detail about different literary periods and theories, but it is sometimes hard to get a thorough overview and an understanding of larger social and historical contexts – and you will soon find that good and concise overviews of literary history are not easy to get hold of. The aim of this course is therefore to create our own comprehensive timeline of the main literary periods, movements, and genres, and to link these to key social and historical events and developments. We will write short introductory texts for the single posts on the timeline and provide information for further reading as well as build links between our different entries that register relations and interdependencies.

Visual representations in form of diagrams or timelines are able to show correlations that are often less easy to grasp solely by reading texts. Computer-aided animations, if applied wisely, can add to this potential, especially if you think of the development in the field of visualizing data in recent years. Tools like [Prezi](#) or [Gapminder](#) use innovative techniques such as zooming into individual areas of a chart, which make it possible to combine overview information with detailed knowledge.

This course is designed as a practice-oriented project course; it is focused on independent work and immediate exchange between the participants. At the beginning of the term, we will discuss the challenges and problems of literary historiography and the processes of selection and canonization. With regard to our timeline, we will also talk about the potential and limitations of visual representations and the dangers of the generalizations and simplifications they necessarily entail. The layout and content of our timeline will be discussed and decided in the group before the students start working individually (or in small groups) on developing the various materials. The short essays will be exchanged among the students for proofreading. In the course, you will thus improve your writing skills both by producing own texts and learning about different text forms as well as by editing your co-students' work.

At the end of the term, we want to present the timeline in form of a printed banner in the department building. Ideally, we also hope to put it online and thereby make it available for students beyond our own department or the University of Heidelberg.

Form of organisation:

The course will be held mainly online as E-learning course with introductory sessions that require presence in the classroom. The further form of organisation is open for discussion in the group. Besides our online forum there will be drop-in sessions to discuss questions and the course of action. Students will form small groups of experts for each topic, in which they will research and prepare the relevant literature, create an annotated bibliography and make their knowledge available for the other students in the course. Students attending this course should be aware that the full workload will occur during the semester and deadlines within the semester will have to be met. You will be expected to write 2-4 short essays for the timeline, depending on the amount of credits needed.

The participants are recommended to combine this course with Prof. Dr. Nünning's lecture on literary history.

13. Übergreifende Kompetenzen

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

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

Grundsätzlich gilt für den Erwerb von Leistungspunkten:

a) Die bloße Teilnahme an einer Veranstaltung reicht nicht aus - es ist auf jeden Fall ein Leistungsnachweis zu erbringen, der allerdings in der Regel unbenotet ist.

b) Wenn Sie nicht sicher sind, ob Ihnen eine Veranstaltung, die Sie besuchen möchten, für den Bereich „Übergreifende Kompetenzen“ angerechnet werden kann, wenden Sie sich bitte an den zuständigen Studienberater desjenigen Faches, in dem die Anrechnung erfolgen soll. Die für das aktuelle Semester gemeldeten Veranstaltungen können Sie online über [LSF \(http://lsf.uni-heidelberg.de\)](http://lsf.uni-heidelberg.de) abfragen: über „Veranstattungssuche“ 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.

Language Reading Group

Priv.-Doz. Dr. F. Polzenhagen Freitag 11:00 - 12:30 114

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 eine Fenster zum Geist?

ÜK-Punkte, die in dieser Veranstaltung erworben werden, können nicht am AS selbst angerechnet werden (nur an anderen Instituten).

Project Course: Literary History Timeline

C. Assmann Dienstag 16:15 - 17:45 112

Description see page 61.