

UNIVERSITÄT
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Anglistisches Seminar
Ruprecht-Karls-Universität
Heidelberg

Course Catalog
Wintersemester 2015/16

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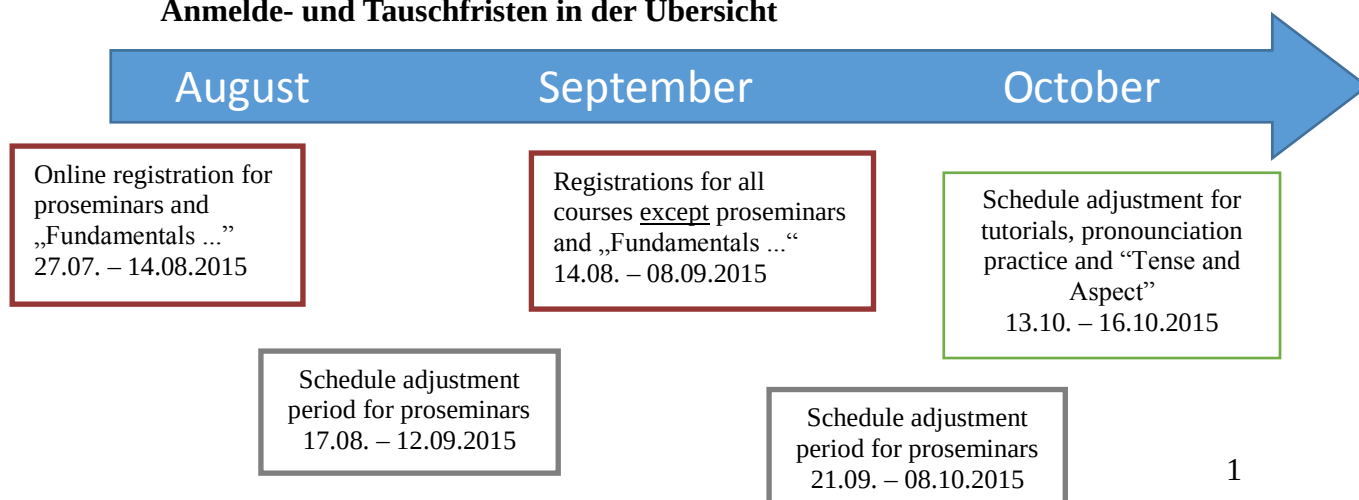
1. Introduction

This *Course Catalog* lists information about the lectures, seminars, language courses etc. offered at the English Department, Ruprecht-Karls-Universität Heidelberg, Germany, in the winter term 2015/2016, including registration procedures and the preparation that is expected of students before the beginning of the term. Corrections and additions to this catalog are published early in October. Please do not forget to confirm the place and time of your courses on the department's homepage, <<http://www.as.uni-heidelberg.de>>, before the semester begins. The editorial deadline for this PDF-publication was July 20, 2015.

1.1 Key Dates and Deadlines

Lecture Period	October 13, 2015 – Feb 6, 2016
Freshers' Day	October 7, 2015
Christmas Break	Dec 24, 2015 – January 6, 2016
Obligatory online registration period: proseminars and “Fundamentals of Research and Writing”	July 27, 2015 – August 14, 2015
Schedule adjustment period for proseminars	Aug 17, 2015 – Sept 12, 2015 Sept 21, 2015 – Oct 8, 2015
Obligatory online registration for lectures, tutorials, didactics, and language courses	Sept 14, 2015 – Oct 8, 2015
Schedule adjustment period for Pronunciation Practice, introductory tutorials, and “Tense and Aspect”	Oct 13, 2015 – Oct 16, 2015

Anmelde- und Tauschfristen in der Übersicht



1.2 Registration

There are two different ways to register for courses:

1. In person (sometimes via e-mail)
2. Online (“Kurswahl”)

Personal Registration

As soon as the Course Catalog is published, you can register during the professors' office hours (which are published on the department's homepage). Sometimes, professors prefer e-mail registration; this is indicated in the individual course descriptions in the following pages. In-person registration is common for Hauptseminare (main seminars) and Oberseminare (advanced seminars), Kolloquien and all other courses that bear the caption "in-person registration" or that prescribe in-person registration in their descriptions.

Online Registration (“Kurswahl”)

You must register online for all language courses, tutorials for introductory lectures, proseminars, and didactics courses during the registration period (see the chapter on important dates and deadlines). In order to keep the number of participants even across courses, you are required to indicate alternatives to your favourite courses. The department is aware that it can be challenging to juggle alternatives in your schedule, but experience has shown that courses with consistently low and even numbers of participants are well worth the trouble.

In the afternoon of the day after registration ends, your online account will show the courses you were assigned.

Please note that the obligatory registration for proseminars starts and ends early: you must apply for places in proseminars and Fundamentals of Research and Writing online between July 27 and August 14.

Rules for online registration

Every student at the English Department automatically gets an account in the internet platform *SignUp*, approximately one week after enrolment. You log in with your last name (please note that login is case sensitive), your matriculation number, and the password associated with your UniID. The login-page is here: <https://studium.as.uni-heidelberg.de/SignUp/as/Faculty/index-studierende.jsp>.

After logging in, click on “Kurswahl”, and pick a course type (e.g. “Proseminar I Literaturwissenschaft”, “Tutorium Einführung Sprachwissenschaft” etc.). A list of all courses of this type should appear. Drag the course you want to attend from the left column to the top of the right column. Drag your second choice to the spot below and continue until all spots in the right column are full. When the green message appears, your choices have been automatically stored. If you are new to the process, it may be a good idea to click “Hilfe” (“Help”) and watch the video that

demonstrates what you are supposed to do.

Please note that you can only register for four different course types that have a limited number of participants (plus as many lectures as you want). You can change your choice of courses at any time during the registration period. It makes no difference when you make your choice, as long as you do so before the deadline.

If you have trouble logging in or indicating your course selections, please see Mr. Jakubzik during his office hours (see the department's homepage under “Personen” for dates), or click on “Kontakt” on the login page and send an e-mail with a description of your problem.

During the schedule adjustment periods you can change your registrations and swap your place in one course for a place in a different course, provided this second course has spaces available. You can also cancel your registration for courses you were assigned but cannot attend. Please note that you **cannot** register for additional courses during the adjustment periods.

1.3 Freshers' Day (orientation for new students)

October 7: Orientation for new students, organized by the faculty, staff and student council of the department of English Studies

This day-long orientation program (Oct 7, 10 am to 6 pm) is designed to help new students get their academic career in English Studies off to a good start. In small group sessions led by advanced students, new students have the opportunity to gain expert advice on every aspect of life in the department, from putting together a manageable schedule to finding their way around the building. Faculty and staff cover the programs of study, advising system, study abroad opportunities and services available in the department, and the student council and representatives of different clubs introduce themselves as well. The day concludes with a pizza party where students, staff and faculty can mingle and get to know each other. All new students are strongly urged to attend this event.

Freshers' Day traditionally takes place on the Wednesday before classes begin. The schedule is posted on [Aktuelles](#) on our homepage soon after the results of the entrance examination are made public.

Kathrin Pfister

Please look for short-term changes on our homepage, <<http://www.as.uni-heidelberg.de>>. Please note that the information on lectures on <<http://lsf.uni-heidelberg.de>> may be dated.

Final editing: H. Jakubzik & Franziska Friedl
Editorial deadline: 20. July 2015

2. Vorlesungen

2.1 Phonetik

Introduction to English Phonology and Phonetics

Priv.-Doz. Dr. N. Nesselhauf Monday 14:15 - 15:45 Hörsaal

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

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

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

- Sauer, Walter. 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 Thursday 16:15 - 17:45 108

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

Gender and Language

Prof. Dr. S. Kleinke Tuesday 16:15 - 17:45 NU, HS 5

Linguistic gender studies deal with issues of equal representation in language as well as with the communicative behaviour of women and men. The lecture course will start with some basic concepts such as gender, sexism and (waves of) feminism, the history of linguistic gender studies, feminist language critique, language reform and feminist language policy. Part 2 covers basic approaches to the interpretation of empirical data (language and communicative style as a deficit, language and dominance, different cultures and the linguistic construction of gender). Here we will move on to a range of empirical studies focusing on gender-related aspects of language use in private and public, professional, same- and mixed-sex conversation including the development of gendered linguistic identities in educational contexts. The course will be rounded off with a brief look into the representation of gendered identities in public discourse.

Cognitive Linguistics

Priv.-Doz. Dr. F. Polzenhagen Tuesday 09:15 - 10:45 Nuni HS 7

This lecture will provide an introduction to the cognitive-linguistic approach to language. We will have a look at the principles that guide this approach and distinguish it from competing theories of language. Then, we will deal with the cognitive-linguistic take on the so-called “core areas” of linguistic inquiry, in particular syntax, semantics and phonology, highlighting some key notions from the analytical “tool kit” of CL (e.g. embodiment, construal, entrenchment, prototypes, schema, metaphor/metonymy, force dynamics). We will then review the cognitive-linguistic modelling of language acquisition and language change and, finally, turn to some areas of applied linguistics, including lexicography, poetics, (critical) discourse analysis and language teaching.

2.4 Vorlesungen Literaturwissenschaft

Shakespeare I: Comedies

Prof. Dr. P. Schnierer Monday 09:15 - 10:45 NUni HS14

This is the first part of a four-term sequence covering Shakespeare's complete works. It will cover all his comedies including borderline cases such as *The Merchant of Venice* and *The Winter's Tale*. We will situate the plays in the literary, theatrical, social, ideological and economic context of their time; we will also pay attention to their performance and reception history. By way of preparation: read (or watch) as many Shakespearean and non-Shakespearean comedies as you can.

Everything you've always wanted to know about narrative and narrative theory – and why they matter!

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

Most students prefer the reading or viewing of narratives to that of reading lyrical poetry. However, many of them are hard put when asked the seemingly simple question of what a narrative is, and how the form of narratives shapes the meaning of texts. And though narratological categories can help one to interpret literary texts and go beyond rather vaguely defined close readings, theoretical studies often present these categories in such a devious and complex way that one does not want to come to know them in the first place.

In this lecture I will try to introduce you to the study of narrative and to the most important narratological categories in an understandable and enjoyable manner. I will, moreover, only spend very few sessions with theories; instead, I will show how one can employ narratology in order to interpret literary texts. The emphasis will be on the discussion of selected works and genres from five centuries of British (and American) literary history.

Please register via e-mail either to my account or via the secretariat or simply by signing the list in the first session.

Bitte per Mail an mich oder an das Sekretariat anmelden oder per Eintrag auf der Liste, die in der ersten Sitzung ausgelegt wird.

Ringvorlesung: Literary History from the Middle Ages to the 21st Century

Dr. P. Löffler Monday 18:15 - 19:45 HS 14, Neue Uni

This lecture series offers a broad introduction to British and American literary history from the Middle Ages to late Postmodernity. Students will be provided with useful overviews of major literary periods and representative authors.

As usual, this is a joint lecture, featuring different members of the English

Department faculty in each of its individual sessions.

Scheinerwerb: response paper, regular participation

American Romanticism: Focus on Henry David Thoreau

Prof. Dr. D. Schulz Tuesday 11:15 - 12:45 NUni HS 9

A key figure of Romanticism, Henry David Thoreau (1817-62) embodied in his life and his writings a distinctively American ethos of self-reliance; indeed, as his mentor and friend Ralph Waldo Emerson remarked, “No truer American existed than Thoreau.” At the same time, some of his ideas have had an impact that is nothing less than global. His essay “Civil Disobedience” (1849) inspired such civil rights leaders as Mahatma Gandhi, Martin Luther King, and Nelson Mandela. *Walden, or Life in the Woods* (1854), a series of essays based on Thoreau’s stay in a cabin near Concord, Massachusetts, has achieved quasi-scriptural status in the ecological movement. More recently, his nature studies have come to be recognized as a pioneering effort to develop an alternative approach to the objectivist stance of the natural sciences as they emerged in the nineteenth century.

Texts: Henry David Thoreau. *Walden, Civil Disobedience, and Other Writings*. Ed. William Rossi. Third Edition. Norton Critical Editions. New York: Norton, 2008.

US Literary Culture since 1945

Prof. Dr. G. Leypoldt Thursday 11:15 - 12:45 n.n.

This course of lectures will review literary trends in US culture since WWII. Our main focus will lie on important aesthetic and cultural trends of this period that include the Beat Movement, the Black Aesthetic, postmodernist discourse, neorealist writing and ethnic fiction. We will also pay close attention to mid- and late-twentieth-century cultural socio-political and medial transformations relevant to the literary field in the US in this period.

Texts: Most of the primary texts are contained in the Norton and Heath anthologies of American Literature. For an introductory reading, see Emory Elliot, *Columbia Literary History of the United States*, part 5. For more in-depth background reading, see Sacvan Bercovitch, *Cambridge History of American Literature*, vols. 7 and 8.

Registration: there is no need to register.

2.5 Vorlesung Kulturwissenschaft

Ringvorlesung: Literary History from the Middle Ages to the 21st Century

Dr. P. Löffler Monday 18:15 - 19:45 HS 14, Neue Uni

This lecture series offers a broad introduction to British and American literary

history from the Middle Ages to late Postmodernity. Students will be provided with useful overviews of major literary periods and representative authors.

As usual, this is a joint lecture, featuring different members of the English Department faculty in each of its individual sessions.

Scheinerwerb: response paper, regular participation

3. Einführungsveranstaltungen

3.1 Einführung Sprachwissenschaft

Priv.-Doz. Dr. S. Mollin Wednesday 11:15 - 12:45 NUni HS 07

The aim of this lecture course is to introduce students to the main ideas and concepts in English linguistics. We will start off by considering what language and linguistics are, look at key concepts in semiotics, phonetics and phonology, morphology, syntax, semantics, pragmatics and sociolinguistics.

There will be an accompanying compulsory tutorial taught by advanced students where the basic tools and techniques linguists require for their trade are presented, and in which the main issues treated in the lecture will be repeated and applied in practical exercises.

Course requirements: Regular attendance of both lecture and tutorial as well as preparation/homework and a final written test.

Texts: A reader with texts for the lecture class and tutorials will be available, but students may want to obtain either of the following textbooks:

- Mair, Christian. 2008. *English Linguistics*. Tübingen: Narr.
- Plag, Ingo et al. 2015. *Introduction to English Linguistics*. 3rd ed. Berlin & New York: De Gruyter Mouton.

3.2 Einführung Literaturwissenschaft

Priv.-Doz. Dr. J. Rupp Monday 16:15 - 17:45 NUni HS 10

This course of lectures will serve as an introduction to the study of literatures in English. Addressing key concepts and critical tools relevant to the analysis and interpretation of literary texts, we will discuss structural aspects of the major genres (drama, prose, poetry), explore different schools of literary and cultural theory, and survey basic categories of literary historiography. This class will be taught in English, and it will conclude with a written exam.

Course requirements: regular attendance of lecture course and tutorials, preparation/homework, final test. Apart from the lecture course, please note that you are required to attend a 90-minute tutorial per week where advanced students will go over the lecture's central issues and make you familiar with the relevant research tools. Registration for your tutorial is online before the start of the semester - times will be posted on the department's homepage: www.as.uni-hd.de

Texts: Our main texts are Oscar Wilde's *An Ideal Husband* (1895) and Nick Hornby's *Juliet, Naked* (2009) - you are expected to have read these by the start of

the semester. Further texts will be made available at the start of the semester.

Background and introductory reading: Vera and Ansgar Nünning, *An Introduction to the Study of English and American Literature* (Klett).

3.3 Tutorium EV Sprachwissenschaft

Die Termine für die Tutorien standen zu Redaktionsschluss noch nicht fest.

3.4 Tutorium EV Literaturwissenschaft

Die Termine für die Tutorien standen zu Redaktionsschluss noch nicht fest.

4. Proseminare

4.1 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 before October 2015, 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.

Priv.-Doz. Dr. F. Polzenhagen	Tuesday	13:15 - 14:00	108
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4.2 Proseminar I Sprachwissenschaft

Semantics

M. Pleyer Wednesday 11:15 - 12:45 114

We've all heard the expression "I didn't mean this!", or somebody telling us that "Dog" means "Hund" in German." But what do we really *mean* when we speak of meaning? What is "meaning", exactly? And what goes on in the mind when we understand the meaning of an expression?

This course answers these questions and gives an introduction to semantics, the linguistic study of meaning. The aim of the course is to discuss and compare different, often competing approaches to the study of meaning, as well as their underlying theoretical concepts and empirical methods. In the course, we will look at approaches like structuralist semantics (e.g. componential analysis, semantic feature analysis and sense relations), cognitive-linguistic approaches (e.g. prototype theory, conceptual metaphor and cognitive models) and pragmatic approaches (e.g. Searle's speech act theory and Grice's cooperative principle).

We will also discuss questions like whether the language we speak influences the way we think. Apart from our discussion of these theories, the focus of the course will be on the analysis of examples, so that by the end of the semester, students will

be able to conduct semantic analyses using different methods and frameworks.

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

Sociolinguistics

J. Smith Tuesday 09:00 - 11:00 108 120st.

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 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.

Second Language Acquisition

M. Eller Wednesday 14:15 - 15:45 108

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.

Pragmatics

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

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 and address methodological issues.

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

Language Contact

J. Schultz Tuesday 14:15 - 15:45 108

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

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

Varieties of English in America

Priv.-Doz. Dr. N. Nesselhauf Monday 11:15 - 12:45 112

English in America comes in various shapes and sizes. What is often referred to as “American English” alone comes in a number of regional and social dialects, which we will investigate more closely in this seminar. In addition to these, we are going to consider other varieties of English spoken in the USA, such as African American English and Hispanic English. A further important focus of the course will be varieties of English found outside of the USA, including English-based creoles spoken in the Caribbean. As we will thus be dealing with different types of varieties, we will need to discuss a number of theoretical concepts and models relevant in the field of variety studies. The individual varieties will be studied in depth with respect to their structural features, with a particular emphasis on phonetics / phonology and syntax, and with respect to possible origins of these features.

On the methodological side, we will deal with the question of how to conduct linguistic analyses on the basis of computerized corpora. For their seminar papers (deadline 1 March 2016), students will be expected to carry out empirical research and present a preparatory poster.

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

4.3 Proseminar II historische Sprachwissenschaft (Überblick)

Introduction to the History of English

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

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

Priv.-Doz. Dr. S. Mollin	Monday	11:15 - 12:45	113
Priv.-Doz. Dr. S. Mollin	Monday	14:15 - 15:45	113

Introduction to the History of English

J. Smith Tuesday 11:15 - 12:45 113

This course will offer an overview of the historical developments the English language has undergone over 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, grammar and syntax. While it will be, of course, important to discuss historical, political and social events, they will function as frameworks for understanding mechanisms of (socio)linguistic change and parameters discursively affecting linguistic developments.

Students will have to hand in two written assignments and take a final exam at the end of term.

Introduction to the History of English

Priv.-Doz. Dr. F. Polzenhagen Thursday 11:15 - 12:45 113

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.

4.4 Proseminar II historische Sprachwissenschaft (Periode)

Introduction to Old English

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

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)

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

Introduction to Middle English

V. Mohr Wednesday 09:15 - 10:45 114

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

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

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

Scheinerwerb: 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.

Introduction to Early Modern English

Dr. M. Isermann Thursday 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. Regular homework (an estimated three hours per week) includes reading, translation, and regular exercises.

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

4.5 Proseminar II moderne Sprachwissenschaft

In diesen Kursen können Studierende der Lehramtsstudiengänge Leistungspunkte für ein „PS I Sprachwissenschaft“ erwerben, nicht aber für ein Proseminar II.

Analysing Genre

M. Eller Thursday 16:15 - 17:45 115

Genre is a concept studied in a wide range of disciplines – linguistics being only one of them and definitely not the one with the longest tradition. While we may all have an intuitive grasp of what constitutes a genre, definitions and genre taxonomies vary greatly, depending on how genre is conceptualised and what the focus of analysis is. What all disciplines seem to share is the idea that genres are a distinctive type of text (which is why the term text types is sometimes, but certainly not always, used synonymously), produced in a particular context for a particular purpose. Genres are thus deeply rooted in discourse communities, and texts belonging to the same genre category typically exhibit not only certain functional but also formal patterns.

Focusing on non-literary, written genres from a wide range of media that surround us in our daily lives (e.g. research abstracts, letters to the editor or lonely hearts ads), we will have a closer look at different approaches to the study of genres from a linguistic perspective, such as Swales – move analysis. We will address the problem of identifying genres and assigning genre categories, examine generic patterns and have a look at differences between cultures and speech communities (cross-cultural approach). We will also investigate how genres develop and change over time

(diachronic approach) and how genres can be mixed; i.e. we will address the role of intertextuality in genre studies. A special focus will be placed on the recent changes to the genre landscape brought about by the advent of the Internet – a web of texts at times remarkably different from, but still closely intertwined with, the existing web of more traditional genres. The set of new or still evolving genres to be studied ranges from online sports commentaries to online customer reviews, but is of course open to your suggestions.

Please register by sending an email to: monika.eller@as.uni-heidelberg.de.

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

4.6 Proseminar I Literaturwissenschaft

American Dream, American Nightmare: Twentieth-Century US Drama

S. Rocha Teixeira Friday 18:15 - 19:45 112

Although “the American dream” is an early-twentieth-century term, it reflects a set of hopes and values (the “rags to riches” ideal, the concept of individual liberty, the idea of the pursuit of happiness, etc.) that have shaped cultural concepts in the US at least since the colonial period. In twentieth-century literary culture, American-dream rhetoric is often critiqued for its tendency towards a “cruel optimism” (in Lauren Berlant’s recent phrase), that is, for cultivating a desire for the kind of “good life” the pursuit of which is rather likely to entail the experience of an “American nightmare”. In this course we will explore the work of three of the most influential playwrights in the US, Eugene O’Neill (*The Iceman Cometh*, 1946), Arthur Miller (*Death of a Salesman*, 1949), and David Mamet (*American Buffalo*, 1975, and *Glengarry Glen Ross*, 1983). All of these plays discuss the values that are associated with the American-dream construction, the hopes related to it, and its destructive effects.

Texts: Please buy the following texts and read them before the beginning of the term:

- Eugene O’Neill. *The Iceman Cometh* (1946).
- Arthur Miller. *Death of a Salesman* (1949).
- David Mamet. *American Buffalo* (1975).
- David Mamet. *Glengarry Glen Ross* (1983).

All other materials will be accessible via Moodle.

Scheinerwerb: Note that this seminar takes place in condensed form as a Kompaktseminar: We will begin with on Friday, 8 January, 18:15-19:45 h. The remaining sessions will take place over three intensive Saturday meetings: 23 January, 9:15-16:45 h, 30 January, 9:15-16:45 h, and 6 February, 9:15-16:45 h.

American Short Fiction

Dr. E. Hänßgen Friday 11:15 - 12:45 116

If there is such a thing as the American genre, it is the short story. This class will follow its history from early classics by writers like Poe, Hawthorne and Melville and cover twentieth-century stories, for example by Hemingway and Fitzgerald, and contemporary fiction. For twenty-first-century texts, your suggestions are most welcome. The analysis of primary texts will be our main focus, but topics like the historical contexts of short story publication and the theoretical background will also be covered.

Texts: A reader will be available on the reserve shelf in the department library in September. Please read the texts in advance.

Introduction to the Study of Fiction: The Victorian Religious Novel

B. Woodley Monday 13:15 - 14:45 112

If you are asking yourself whether the Victorian Religious Novel may only be of interest to you if you are a student of theology or at least interested in religion, this course will disabuse you! Religious developments in Victorian Britain were manifold and dramatic because they were so intricately interwoven with the social, cultural and scientific developments of the time. For the church and its dogmas, the rapid process of secularization meant facing up to such challenges as were posed by the likes of Darwin, Spencer, Lyell or Strauss. On the other hand, economics, traditional gender roles and social classes also had to be reconsidered.

This seminar has a twofold aim: the first is to deepen the knowledge in the field of the study of literature which has been acquired in the Introduction Lecture by applying it specifically to the Victorian Novel. The second goal is to get an overview of Victorian culture through the lens of religion. Guide for our joint venture to the Great 19th Century will be Anne Brontë's *The Tenant of Wildfell Hall* and James Anthony Froude's *The Nemesis of Faith* (this book will be made available as pdf). Please make sure you have at least read Anne Brontë's novel before the beginning of term. Please don't hesitate to contact me in case of questions and queries: bernard.woodley@as.uni-heidelberg.de.

Primary Texts:

- Brontë, Anne. *The Tenant of Wildfell Hall*.
- Froude, James Anthony. *The Nemesis of Faith*

Recommended Secondary Reading:

- Wheeler, Michael. *English Fiction of the Victorian Period*. New York: Longman, 1994 [1985].
- Wheeler, Michael. *Death and the Future Life in Victorian Literature and*

Theology. Cambridge: Cambridge University Press, 1990.

- Nünning, Vera. *Der englische Roman des 19. Jahrhunderts*. Stuttgart: Klett, 2004 [2000].

London Poetry Through Four Centuries

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

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

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

Texts: A 'reader' with all the texts will be available in Copy Corner (Merianstrasse) by the end of September. The selection of poems will be based partly on the edition: London. *The Urban Experience in Poetry and Prose* (ed. Horst Meller and Helmut Slognsat. Paderborn: Schöningh, 1987) as well as Ford, Mark (ed.), *London: A History in Verse*. (2012). In order to prepare for this class, it might also be interesting to have a look at the manifold studies on the history of London in the library's section D GF.

Oscar Wilde and his Contemporaries. An Introduction to the Analysis of Fiction

C. Earnshaw Tuesday 09:15 - 10:45 114

The late 1880s and especially the "naughty nineties" are a fascinating period of English cultural and literary history. Most commonly referred to as the "Fin de Siècle", the name not only describes that it was, of course, the end of the century, but it also captures the prevailing spirit of the old order ending, with new radical ideas challenging artistic and social norms cherished so highly in Victorian times. A figure that emblematically represents the threshold between the old and the new is the essayist, poet, playwright, novelist and dandy Oscar Wilde.

During the course of our seminar we will firstly look at the literary and cultural context of Oscar Wilde's writings, ranging from the pessimistic "fin du glob" sentiment of the aestheticists to the naturalistic struggle against growing social injustice and the "New Woman" movement that set out to improve the position of women in society.

Secondly, our two main texts Oscar Wilde's *The Picture of Dorian Gray* (1891) and Thomas Hardy's *Tess of the d'Urbervilles* (1892) will not only help us discover the heterogeneity of this intriguing period, but 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 both novels before the beginning of term.

- Wilde, Oscar. *The Picture of Dorian Gray*. London: Penguin Classics, [1891] 2012.
- Hardy, Thomas. *Tess of the D'Urbervilles*. London: Penguin Classics, [1892], 2009.

Introduction to US American Poetry, 19th Century

Dr. H. Jakubzik Wednesday 11:15 - 12:45 108

This course will repeat and develop basic means of poetry analysis (meter, rhyme, sound, diction, imagery, symbolism, theme etc.) and it will introduce some of America's greatest poets, among them Edgar Allan Poe, Emily Dickinson, Walt Whitman, and Robert Frost.

Voices of their Own: Representations of the Self in 20th Century African American Literature

D. Baruah Thursday 13:15 - 14:45 112

In this course we will discuss seminal voices of African American literature. The aim of this course is to understand the rise of an African American identity around the period of the Civil Rights movement. These texts introduce us to the evolving self consciousness of the African American community, their protest against racial discrimination and their struggle for equal rights. Our discussion will include two of the most famous African American novels – Richard Wright's *Native Son* (1940) and Toni Morrison's *The Bluest Eye* (1970) –, a selection of poems by Langston Hughes and Maya Angelou, and Lorraine Hansberry's play *A Raisin in the Sun* (1959).

Texts:

- Richard Wright: *Native Son* (1940)
- Toni Morrison: *The Bluest Eye* (1970)
- Lorraine Hansberry: *A Raisin in the Sun* (1959)

4.7 Proseminar II Literaturwissenschaft

Key Texts in American Romanticism

Dr. P. Löffler Monday 11:15 - 12:45 110

In this seminar we will look at a number of quite different literary and philosophical texts that, according to traditional literary histories, all belong to the Romantic period. Unlike its European predecessor, US literary Romanticism took place relatively late, between the 1820s and late 1850s. The diversity of forms of literary production during these years was tremendous, ranging from popular pulp fiction to elitist religious-philosophical texts, and from marketable 'Fireside' poetry to obscure and lengthy novels, such as *Moby Dick*. Our goal will be to get a sense of this diversity and to find ways to think about these texts as elements of one literary movement/period.

Texts: *The Scarlet Letter* (Norton), all additional texts will be part of a seminar reader.

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

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

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

John Boynton Priestley (1894-1984) was a prolific novelist, playwright, essayist, radio broadcaster and social critic. Apart from his early popularity in the UK, he was even among the most enthusiastically received dramatists in early post-war Germany and his timeless play *An Inspector Calls* is still to be found on many school syllabuses. Now, more than 30 years after his death, Britain is witnessing a rediscovery of Priestley, as, for example, the sixtieth anniversary edition of his novel *Bright Day* in the series *Rediscovering Priestley* shows.

In the course of this semester we will get acquainted with Priestley in four different genres: drama, essay/political prose, radio broadcast and the novel. We will start off with looking at three of his plays: *Time and the Conways* (1937), *An Inspector Calls* (1946) and *They Came to a City* (1943). In these plays, we get Priestley at his best in terms of his interest in time theories, his didacticism and his social conscience. Next on the agenda will be the so-called Postscripts, a series of radio broadcasts Priestley did for the BBC during the war crisis in 1940, in which he addressed the English nation every Sunday evening with his very personal opinions on the war and wartime Britain. In addition to the broadcasts, we will also have a look at selected chapters of *Out of the People* (1941), where JBP openly speaks his mind on the political and social issues of the time. And, last but not least, we will round the semester off with a close reading of *Bright Day*, a novel of loss and pain, promise

and hope with “a message that still resonates with our own troubled and changing times” (*Bright Day*, 2006).

Texts: Participants are asked to purchase the texts in the following editions and have them read by the beginning of the winter term:

- *Time and the Conways & An Inspector Calls* in: J.B. Priestley, *An Inspector Calls and Other Plays*. Harmondsworth: Penguin Books, 2001.
- *Postscripts*. London: Heinemann, 1940 & *Out of the People*: since these books are presently out of print, the texts will be collected in a Reader ready to be picked up from Copy Corner in Merianstrasse by the end of September.
- *Bright Day. Rediscovering Priestley*. Ilkley: Great Northern Books, 2006.

(Post)modern British Novels

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

Contemporary novels can be better appreciated with some theoretical knowledge of “postmodern” concepts such as intertextuality, hybridity, or metafiction. Our reading of some of the most entertaining British novels of the recent past, such as David Lodge’s *Small World* and Zadie Smith’s *White Teeth*, will therefore be stimulated by the parallel reception of basic literary theory of the postmodern novel, dealing with the analysis of narrative techniques, generic mixture of high and low art forms, questions of reliability of the authorial perspective and the relation of fiction to truth.

Texts: Please acquire Julian Barnes: *Flaubert’s Parrot* (Vintage 2009), David Lodge: *Small World* (Vintage 2011), Zadie Smith: *White Teeth* (Penguin 2000), Ian McEwan: *Atonement* (Vintage 2002).

Contemporary Historical Fiction

Priv.-Doz. Dr. B. Hirsch Wednesday 16:15 - 17:45 122

Some fifty years ago Michel Foucault famously declared that the preoccupation with time had been “the great obsession of the nineteenth century”, whereas the twentieth century would be remembered as “the epoch of space” (“Of Other Spaces: Utopias and Heterotopias”, 1967). Supposedly corroborating this verdict, the historical novel had fallen from favour to such an extent that it was considered almost as much of an anachronism as the epic poem. Since then, however, the genre has undergone a truly remarkable revival. This may be illustrated by the fact that about half of the novels to have won the prestigious Man Booker Prize, which was first awarded in 1969, qualify as historical fiction.

In order to explore the more recent history of a genre whose origins in Britain date back to Walter Scott’s *Waverley*, we shall focus on three exemplary novels, namely

John Fowles's *The French Lieutenant's Woman* (1969), Salman Rushdie's *Midnight's Children* (1981) and Joseph O'Connor's *Star of the Sea* (2004). The comparative analysis of these texts not only aims at illuminating the typological diversification of historic fiction, but also at reconstructing the complex relationship between historiography and literature.

Primary Sources: All participants are expected to have made themselves familiar with the three primary sources during term break.

- John Fowles, *The French Lieutenant's Woman* (1969); Vintage edition.
- Salman Rushdie, *Midnight's Children* (1981); Vintage edition.
- Joseph O'Connor, *Star of the Sea* (2004); Vintage edition.

Further Reading:

- Boccardo, Mariadele, *The Contemporary British Historical Novel: Representation, Nation, Empire*. Basingstoke et al., 2009.
- De Groot, Jerome, *Historical Fiction*. London et al., 2010.
- McEwan, Neil, *Perspective in British Historical Fiction Today*. Basingstoke et al., 1987.
- Nünning, Ansgar, *Von historischer Fiktion zu historiographischer Metafiktion*. Trier, 1995.

American Nature Writing: Colonial Period to the End of the Westward Movement

Dr. P. Löffler Monday 14:15 - 15:45 110

This course deals with literary explorations of the natural world between the 17th and the later 19th century. Since the early colonial period and the founding fathers, American writers have examined nature both as a real, physical space and as a culturally constructed, discursive space imbued with a set of distinct political and aesthetic agendas. The goal of this course is to look at the period until the end of the westward settlement and to trace the shifting value of the natural world in literary texts by, amongst others, William Bradford, Cotton Mather, Mary Rowlandson, Philip Freneau, Ralph Waldo Emerson, and Margaret Fuller.

Texts: There will be a reader available for purchase at the beginning of the new semester.

British Spies and Their Portrayal in Contemporary Plays and Films

Dr. M. Raab Friday, 2.10., 10.15 Uhr – 13.30 Uhr und 14.30 Uhr – 16.00 Uhr
Monday, 5.10., 10.15 Uhr – 13.30 Uhr und 14.30 Uhr – 16.00 Uhr Tuesday bis Friday, 6.10. – 9.10., jeweils 9.15 Uhr – 12.30 Uhr und 13.30 – 15.00 AS122

In the cinema British spies – not only in the latest Bond film *Skyfall* (2012) – are

big box office. But also in drama the issue of treachery against one's country and the motivations for it have interested many playwrights, none more so than Alan Bennett in three of his plays: *The Old Country* and the double bill *Single Spies* (*An Englishman Abroad* and *A Question of Attribution*). The latter two dealt with the Cambridge spies (Guy Burgess, Kim Philby, Donald Maclean and Anthony Blunt) who are also at the centre of Robin Chapman's *One of Us*. Julian Mitchell in *Another Country* (later turned into a feature film) looks for the roots of spying in a public school environment. With *Hapgood* Tom Stoppard approaches the subject from a more abstract level. Whilst most of these plays date from the 1980s, recently tv and film have shown a renewed interest in the topic, particularly with Peter Moffat's 2003 BBC miniseries *Cambridge Spies* and Tomas Alfredson's cinema version of John le Carré's *Tinker Tailor Soldier Spy* (2011). The seminar will analyse the social and political circumstances leading to some of the most notorious cases of spying in the 20th century and how the dramatists and scriptwriters use them for their work. 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 available from drmichael.raab@web.de. Enrolment is also directly via this email address.

Texts: Required reading are the following six plays:

- Alan Bennett: *The Old Country* (1977)
- Julian Mitchell: *Another Country* (1981)
- Robin Chapman. *One of Us* (1986)
- Alan Bennett: *An Englishman Abroad* (1988)
- Alan Bennett: *A Question of Attribution* (1988)
- Tom Stoppard: *Hapgood* (1988)

Film and tv-versions of *An Englishman Abroad*, *A Question of Attribution* and *Another Country* are available in the library of the English department as DVDs. The same applies to the films *Skyfall*, *Tinker Tailor Soldier Spy* and the tv series *Cambridge Spies*. The script for *Tinker Tailor Soldier Spy* can be downloaded as a PDF at: [<http://www.screenplaydb.com/film/scripts/Tinker-Tailor.pdf>]. The script for *Skyfall* is online at: [<http://www.the-editing-room.com/skyfall.html>].

Tony Kushner, *Angels in America* (1992) and *Homebody/Kabul* (2004)

Dr. E. Hänßgen Wednesday 11:15 - 12:45 116

Tony Kushner (b. 1956) is a highly acclaimed and controversial American playwright and political activist. In his plays, he combines realism and experiment, mixing historical characters and events with fantastical elements like scenes set in heaven, Antarctica or hell. His plays are full of dark humour and intertextually rich references. The aim of Kushner's plays is to make sense of human existence and to tell the truth.

We will take a close look at his most famous play to date, the Pulitzer Prize-winning “gay fantasia” *Angels in America* (1992), set in the context of the AIDS epidemic in Reagan-era New York. We will also compare the text with the 2003 film version starring Meryl Streep, Al Pacino and Emma Thompson. After this seven-hour epic, we will analyse *Homebody/Kabul*, Kushner’s play on Afghanistan, written before 09/11 and set in 1998/99 around the time of US missile strikes. Here, a British dysfunctional family is confronted with life in Kabul under the Taliban, a clash of cultures and languages, a confrontation with the legacy of colonization.

Texts: Please purchase and read the texts in these editions in advance:

- Kushner, Tony. *Angels in America: A Gay Fantasia on National Themes*: Part One: Millennium Approaches; Part Two: Perestroika. 1992. New York: Theatre Communications Group, 2003.
- Kushner, Tony. *Homebody/Kabul*. Rev. version. New York: Theatre Communications Group, 2004.

Writing for the Stage

Dr. K. Hertel Tuesday 14:15 - 16:45 110 150st.

After a first Short Play Festival in 2011 and another, small-scale Short Play Evening in 2013, the Drama Group of the English Department is currently projecting the next Short Play Festival for the summer term 2016. The idea is that the members of this Writing for the Stage class will contribute “home made”/original one-act plays to the festival, where they will be put on stage by the Schauspielgruppe des Anglistischen Seminars in collaboration with the authors themselves.

The course is designed to explore writing for the stage through practice and to encourage and guide students in writing their own one-act play from scratch. The course will be in the form of a ‘block seminar’ starting in the first week of term (with ten three-hour sessions always on Tuesdays 14:15-16:30 or rather 16:45 including a 15-minute break). The class will be finished by the second week in January.

In order to pass this class with PSII credit points, students will have to produce a one-act play of 10-15 minutes length instead of a term paper. Since the number of students in this class is limited, it is highly desirable that the participants will have some enthusiasm for the theatre and will be willing to get involved in the festival beyond writing (i.e. acting, directing or helping with the organisation. These extra-curricular activities will give students extra credit points for “Theatre practice” if needed).

Registration for this class is not via SignUp! Please register personally or by email with Kirsten.Hertel@as.uni-heidelberg.de

4.8 Proseminar I Kulturwissenschaft (anwendungsorientiert)/Landeskunde

British Institutions - A History (1835-1990)

M. Shiels Wednesday 11:15 - 12:45 122

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

This course is only open to students who need the Schein/credit points. Regular attendance is required from day one. This course will be useful if you are studying for a teaching qualification.

Texts: Course materials will be distributed during the sessions.

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

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

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

Texts:

- Barry, Ursula (1986). *Lifting the Lid. Handbook of facts and information on Ireland*. Dublin: Attic Press.
- Coulter, Colin, Steve Coleman (2003). *The End of Irish History. Critical Reflections on the Celtic Tiger*. Manchester: MUP.
- Cunningham, Peter. (2010). *Capital Sins*. Dublin: New Island.
- Ferriter, Diarmaid (2004). *The Transformation of Ireland. 1900-2000*. London: Profile Books.
- Ferriter, Diarmaid (2009). *Occasions of Sin: Sex and Society in Modern Ireland*. London: Profile Books.

- Hourihane, Ann Marie (2000). *She moves through the boom*. Dublin: Sitric Books.
- Hussey, Gemma (1993). *Ireland Today. Anatomy of a Changing State*. Dublin: Townhouse /Viking.
- King, William (2008). *Leaving Ardglass*. Dublin: Lilliput Press.
- King, William (April 2013). *Is That all There Is?* Dublin: Lilliput Press.
- hÉithir, Brendan (1987). *This is Ireland. Its People, Politics, History and Culture*. Dublin: The O'Brien Press.
- O'Toole, Fintan (1990). *A Mass for Jesse James. A Journey through 1980's Ireland*. Dublin: Raven Arts Press.
- O'Toole, Fintan (1999). *The Irish Times Book of the Century*. Dublin: Gill and Macmillan.
- Woods, Peter (2003). *Hard Shoulder*. Dublin: New Island.

Being Jewish in America - 1654 to the Present

Dr. S. Bloom Monday 09:15 - 10:45 108

Among topics discussed in this course will be ethnic identity in a multi-ethnic Society. Varieties of Jewish-American religion, American Jews and Israel, the politics of American Jews, Jewish-American literature, Jewish humor in America and the changing role of Jewish women. Students will be required to read two novels by Jewish-American authors.

4.9 Proseminar I Kulturwissenschaft (theoretisch)

The Notion of "Race" in American History and Culture

Priv.-Doz. Dr. M. Peterfy Thursday 14:15 - 15:45 113

That the former British Colonies on the North American continent transformed themselves into an independent American Republic should not hide the fact that the European formula of racism and idea of white supremacy, which had been one of the intellectual foundations of all European colonizing efforts, was kept up by the majority also in the new, "virtuous" republic. At the same time, due to specific historical circumstances (western movement, immigration, slavery) the notion or "race" in America developed in ways that were different from European developments. In this course we will look at these specifically American features of the race "question", starting with the first permanent settlements up to current issues and events.

Requirements: Preparation of reading material (occasional tests), regular attendance, short oral presentation, final test or research paper (3500-4000 words).

4.10 Proseminar II

Kulturwissenschaft/Landeskunde

American Reform Movements

Priv.-Doz. Dr. M. Peterfy Tuesday 14:15 - 15:45 113

Despite the fact that the United States had been founded on the principles of popular sovereignty, large numbers of people were excluded from politics. Beginning in the 1820s, unprecedented numbers of men and women overcame these limits of political parties by joining organizations that aimed to improve society. Slavery's abolition, women's rights, temperance, the establishment of utopian communities, etc. were high on various reformers' agenda. In the 20th century, the nature of reform movements changed, culminating in the era of the civil rights and feminist movements in the 1960s. This course gives a historically contextualized overview of these phenomena (useful for both prospective teachers and BA/MA students.)

Requirements: Preparation of reading material (occasional tests), regular attendance, short oral presentation, final test or research paper (3500-4000 words).

Memory Culture and US-American National Identity

Priv.-Doz. Dr. M. Peterfy Tuesday 09:15 - 10:15 110 60st.

In this course, we will discuss how the notion of an American nationality found expression not just in national political institutions (army, constitution, borders, etc.) but also in the form of an "imagined community" (Benedict Anderson) of readers and audiences. By reading and watching poems, plays, tales, short stories, novels, films, images of American history, citizens imagined themselves to be part of a coherent whole, and thus, in the manner of a feedback-loop, they also contributed the creation of such a unified "national identity". We will look at various texts and other cultural and literary material dealing with American history and culture.

Requirements: Preparation of reading material (occasional tests), regular attendance, short oral presentation, final test or research paper (3500-4000 words).

The British Constitution

B. Gaston Friday 11:15 - 12:45 108

The British are fond of claiming that theirs is the only democratic country without a written constitution, but how far is this really true? Clearly, there must be some rules, but where do they come from, how are they agreed upon, and how binding are they? In this course we will begin by examining the most important staging posts on the way to constitutional monarchy and parliamentary democracy (such as Magna Carta, signed exactly 800 years ago). We will then move on to look in more detail at

the various parts of the “body politic”, and finish by discussing recent and possible future developments, such as the Scottish referendum and the proposed referendum on the UK withdrawing from the EU.

Texts: A reading list will be provided. An interest in politics and knowledge of recent events in British politics is indispensable.

(Post)modern British Novels

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

Description see page 23.

American Nature Writing: Colonial Period to the End of the Westward Movement

Dr. P. Löffler Monday 14:15 - 15:45 110

Description see page 24.

The Tragic Mulatto Myth

C. Burmedi Monday 09:15 - 10:45 110

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

British Spies and Their Portrayal in Contemporary Plays and Films

Dr. M. Raab Friday, 2.10., 10.15 Uhr – 13.30 Uhr und 14.30 Uhr – 16.00 Uhr

Monday, 5.10., 10.15 Uhr – 13.30 Uhr und 14.30 Uhr – 16.00 Uhr Tuesday bis

Friday, 6.10. – 9.10., jeweils 9.15 Uhr – 12.30 Uhr und 13.30 – 15.00 AS122

Description see page 24.

5. Hauptseminare

5.1 Hauptseminare Sprachwissenschaft

The Bible in English

Dr. K. Gather Wednesday 13:15 - 14:45 114

In this course we will discuss everything essential with regard to 'The Bible in English', starting with Bible passages in Old English and ending with the modern Bible versions of the 20th century. We will look at the changeful history of the 'book of books' and try to discover motivations behind the translation processes. What is more, biblical language seems to be easily recognizable. One important aim of this course is to reveal the typical features of biblical language and relate them to the general development of the English language. What is the role of the Bible in English with respect to language change?

Knowledge of earlier periods of the English language is helpful, but not required. Students should, however, be proficient in linguistic terminology. Please contact me (kirsten.gather@uni-heidelberg.de) by August 31st to sign up for the course.

Grammars of English: A Historical Perspective

Dr. M. Isermann Monday 16:15 - 17:45 115

Based on a selection of representative grammars from the past five centuries, the seminar aims to provide an overview of English grammar writing up to the present. Starting with Bullokar's *Bref Grammar* (1586), we will also have a look at the grammars of John Wallis (1653), John Wilkins (1668), Robert Lowth (1762), James Harris (1765), Henry Sweet (1892), Otto Jespersen (1909-1949), Adolf Lamprecht (1956) and Quirk et al. (1985). A reader with selected chapters from the grammars to be discussed will be available by the beginning of term.

Contrastive Linguistics

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

English and German show many commonalities, but also important differences. In the first part of this seminar we will explore the traditional approach to contrastive linguistics, which was closely linked with the development of teaching English as a foreign language. Later on we will closely examine differences and commonalities between English and German against the background of morphological language types. We will pinpoint clusters of differences in grammar (inflection, word order, non-finite forms, tenses, passives, etc.), sentence meaning and the semantic structure of the lexicon. Finally, we will move on to some pragmatic and socio-

linguistic aspects including phenomena of text-cohesion, selected speech acts, politeness strategies and the representation of gender in both language systems.

You can register for this class by e-mail at anmeldung.kleinke@as.uni-heidelberg.de. A detailed list of topics for term papers and a detailed reading list will be provided in the first session of the course.

Texts: Recommended for introductory reading: König, Ekkehard, Gast, Volker (2008): *Understanding English - German Contrasts*. Berlin: Schmidt. Chapter 1.

Phraseology

Priv.-Doz. Dr. N. Nesselhauf Wednesday 11:15 - 12:45 112

In recent years, linguistic research has increasingly uncovered the centrality of phraseological units in language (including language usage, storage and processing). In this class, we will therefore not only cover phraseological units in the traditional sense such as idioms and proverbs, but focus especially on less conspicuous types, in particular collocations. Besides covering more general question such as the (bundles of) characteristics of phraseological units and their delimitation from one another, we will also look at issues such as their textual functions and their lexicographical representation – always from both the theoretical and the methodological side. We are also going to discuss some recent theories of language, such as Hoey's lexical priming theory, in which combinations of linguistic items take center stage. Finally, the question of how insights from phraseological studies may be usefully integrated into foreign language teaching will also be given some attention.

Students will be expected to carry out empirical research for their seminar papers (deadline 8 March 2016) and present a preparatory poster. Please register by sending an email to Nadja.Nesselhauf@urz.uni-heidelberg.de, stating whether you would like to acquire credits for this course or participate as a "Gasthörer".

Texts: Introductory reading: Fiedler, Sabine (2007). *English Phraseology. A Coursebook*. Tübingen: Narr.

Psycholinguistics

Priv.-Doz. Dr. S. Mollin Monday 09:15 - 10:45 113

Psycholinguistics as a central branch of linguistic enquiry deals with such important topics as the acquisition of language, how and where language is stored in the brain, how speech and writing are produced and comprehended; in short: how language works in our brains. In this seminar, we will discuss both the psycholinguistic fundamentals as well as current issues in the discipline, with a particular focus on the organization of the mental lexicon as well as the triangulation of psycholinguistic with corpus linguistic data and results. In addition, the seminar will

include an introduction to psycholinguistic methodology and a crash-course in statistics, allowing us to read, understand and evaluate psycholinguistic research articles.

Please register for this seminar by way of an e-mail to <sandra.mollin@as.uni-heidelberg.de>.

Political Metaphor in Britain

Prof. Dr. A. Musolff 5.10.15 - 9.10.15, tgl. 14-18 Uhr; 14.10.15 - 15.10.15, tgl. 16-20 Uhr; 16.10.15, 16-18 Uhr N.N.

This seminar studies the role of metaphor in British political discourse, using (and partly introducing) both cognitive and discourse-analytical methodology. It consists of four parts: 1) Introduction into Conceptual Metaphor Analysis (CMT) and its main theoretical developments within Cognitive Linguistics, such as Framing theory, Conceptual Blending theory, Metaphonymy; 2) Pragmatic and Discourse-oriented applications and criticism of CMT, Scenario theory; 3) Corpus-based analysis of topical discourse-data, e.g. public debates about the EU, about immigration; 4) Cross-cultural Metaphor understanding in English-as-lingua-franca environments.

Coursework will involve in-class oral presentations with handouts, power points and a written essay. It includes analyses of empirical data and their methodological and theoretical discussion. Corpus data of present-day British political discourse will be provided. You can register for this class by e-mail at anmeldung.kleinke@as.uni-heidelberg.de. A detailed list of topics for term papers and a detailed reading list will be provided in September. Please note: The seminar is primarily aimed at graduate students studying for their Master's degree. Depending on the number of registrations, BA students and students studying for their Staatsexamen will also be admitted.

Texts: Recommended introductory reading: Musolff, Andreas (2004). *Metaphor and Political Discourse. Analogical Reasoning in Debates about Europe*. Basingstoke: Palgrave-Macmillan.

Historical Pragmatics

Dr. R. Möhlig-Falke Monday 15:00 - 16:30 112

Pragmatics is commonly known as the linguistic study of language use in context. Historical Pragmatics, accordingly, is the linguistic study of the language use of earlier periods in its historical context, its diachronic development and the communicative causes of language change. This course will give an overview of the most important fields and trends in historical pragmatics, such as form-to-function and function-to-form mapping, the historical study of discourse markers and interjections, address terms and politeness, speech acts, social practices, and

enregisterment in a historical context. We will look at language data from all diachronic periods of the English language from various domains of language use by applying corpus linguistic as well as hermeneutical methodology.

Students are to develop their own research scheme, which is to be worked out in a term paper (15-18 pages) to be handed in at the end of term. Active participation in group work and group presentations is a prerequisite.

Texts: Irma Taavitsainen & Andreas H. Jucker, 2010, Trends and Developments in Historical Pragmatics, in: Irma Taavitsainen & Andreas H. Jucker, eds., *Historical Pragmatics*. (Handbooks of Pragmatics 8). Berlin: Mouton de Gruyter, 3-31 (available online via HEIDI).

5.2 Hauptseminar Literaturwissenschaft

Tales of the Tropics: Anglophone Caribbean Writing

Priv.-Doz. Dr. J. Rupp Wednesday 16:15 - 17:45 112

Regardless of a fragmentary island space, the quest for an overarching poetics has been one of the founding moves of Anglophone Caribbean writing. Decolonization brought on a growing sense that models and modes of expression from the English canon no longer represented local realities, or if anything prolonged stereotypical images of a tropical garden Eden. Thus, writers started revisiting the land scarred by memories of forced labour and plantation agriculture, to derive a new geopoetics or lexicon of landscape. The sea, the plantation, the hinterland, the beach and the hurricane have since provided innovative elements as form, genre, and central topoi.

In this seminar we will deal with a wide range of Anglophone Caribbean texts, which more than mere nature writing seek to unearth difficult histories of race, gender and migration. Simultaneously, they throw into relief the archipelago's often precarious and endangered nature, allowing us to explore the relationship between literature and the environment as highlighted by the expanding field of postcolonial ecocriticism.

Primary reading:

- Caryl Phillips, *Cambridge* (1991)
- Derek Walcott, *Omeros* (1990)
- Jamaica Kincaid, *My Garden* (Book) (1999)

Secondary reading:

- Elizabeth DeLoughrey & George Handley (eds.), *Caribbean Literatures and the Environment: Between Nature and Culture* (2005).
- Elizabeth DeLoughrey & George Handley (eds.), *Postcolonial Ecologies: Literatures of the Environment* (2011).

Parodies and Intermedial Adaptations of ‘Literary Classics’

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

“The first duty of parody is to entertain. It may incidentally perform other functions, but if it does not entertain the reader, these become irrelevant.” (*The Faber Book of Parodies*) This course will offer entertaining material for discussion and analysis, but it will also take a look at those “other functions” parodies can, and do, perform. Parody, at its various levels, has always been one of the most popular of literary exercises. Literary parodies are major players in the creation of collective cultural memory, but also a form of intertextuality, sometimes intermediality, and above all tools of criticism, both on the level of style and subject-matter. In this course we will look at parodies of texts by, among others, Shakespeare, John Keats, William Wordsworth, Felicia Hemans, H. W. Longfellow, Alfred Lord Tennyson, Edgar Allan Poe, Walt Whitman, Ernest Hemingway and James Joyce. Since parodies require familiarity with their texts of origin, you will also need to read and prepare the respective source texts.

Requirements: Preparation of texts (with occasional testing), regular attendance, short oral presentation, research paper (4500-5000 words).

Texts: *A Course Reader* will be available in the Copy Corner by the beginning of the semester. You should additionally read Shakespeare’s *Othello* and *Hamlet*.

The Other Virginia Woolf: Her Essays and Shorter Fiction

Prof. Dr. V. Nünning Wednesday 09:15 - 10:45 113

Virginia Woolf is, without doubt, one of the most important modernist novelists. However, the success of her modernist fiction (above all, of *Mrs. Dalloway* and *To the Lighthouse*) has led scholars to neglect not only her other fictional works, but also her essays. This is unfortunate, since both the essays and short stories are not only more readable than her novels, they can also serve to illuminate important aspects of her fiction. In addition, they offer a lot of knowledge not only about aesthetics and the art of essay writing, but also about British literary and cultural history.

In this course, we will not only deal with those famous three essays which end up on many reading lists for oral exams, but we will go beyond the well-known (and incorrect) image of Woolf as an elitist modernist, and do research on an as yet largely unknown side of Woolf. Since her shorter fiction is not only short, but also easier to understand than her novels, students of education will also become familiar with a few brief stories which could well be discussed in schools, too.

Texts:

- Virginia Woolf, *Common Reader I and II*;
- Virginia Woolf, *A Room of One’s Own*.

- Virginia Woolf, *Shorter Fiction*.

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 25th of February.

Paraliterature

Prof. Dr. P. Schnierer Thursday 11:15 - 12:45 112

The field of literature is surrounded by borderline phenomena. Texts that contain images (children's books, comics, cartoons etc.) often are marginalized by literary critics; so are new media hybrids (Twitter, Facebook, computer-based hypertexts etc.), Oulipist experiments (n+7, lipograms, aleatory texts etc.) and "illegitimate" texts (fan fiction, slash fiction, mash-ups etc.) as well as their opposite (holy texts such as the Torah, the New Testament, the Quran etc.) We will seek to determine what is literary about these phenomena and whether we can discern patterns of inclusion and exclusion. This seminar will obviously require plenty of reading; you also ought to have an interest in (although not necessarily a prior knowledge of) literary theory.

You will have to hand in a written statement, indicating your proposal for a research project, by the end of August 2015. The other requirements are: one presentation of sorts, one written term paper, regular attendance, and active participation. Registration is open now.

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

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

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

of modernization. In their view, literature, film, television, and music, while ostensibly providing a release from the pressures of modern life, streamline and discipline populations. In short, the media plays its part in constructing the modern/postmodern cage in which we live today – not the least by making it more bearable.

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

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

Texts: Bret Easton Ellis, *American Psycho* (1991; Vintage pb.), Chuck Palahniuk, *Fight Club: A Novel* (1996; Norton pb.), Don DeLillo, *Cosmopolis* (2003; MacMillan pb.), and Cormac McCarthy, *No Country for Old Men* (2005; Vintage pb.). The novels should be read before the semester starts. A collection of sociological texts will be made available on Moodle2.

Toni Morrison

Prof. Dr. G. Leypoldt Tuesday 16:15 - 17:45 108

In this seminar we will explore the work of Toni Morrison, arguably the most iconic of contemporary US novelists. Looking at Morrison’s cultural politics and literary innovations, we will trace her development as a writer from her politicized 1970s beginnings (*The Bluest Eye*, 1970; *Sula*, 1973) through her breakthrough as an internationally acclaimed, Nobel-Prize winning experimenter in magic realism and

the neo slave narrative (*Song of Solomon*, 1977, *Beloved*, 1988; *Paradise*, 1998).

You can register by sending an email to leypoldt@as.uni-heidelberg.de by August 15, 2015.

Texts: Please acquire the following five novels by Toni Morrison (any edition will do): *The Bluest Eye*, *Sula*, *Song of Solomon*, *Beloved*, *Paradise*. The remaining material (some of Morrison's essays, and a selection of critical responses to her work) will be made available on Moodle by the beginning of the term.

6. Kolloquien

6.1 Kolloquien Literaturwissenschaft

Kolloquium

Prof. Dr. P. Schnierer Monday 11:15 - 12:45 108

Diese Ankündigung ist auf Deutsch, aber das Kolloquium wird beide Sprachen in ihr Recht setzen. Es soll der Vorbereitung auf Staatsexamina und Masterprüfungen 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

Preparing for the Final Exam

Prof. Dr. D. Schloss Tuesday 14:15 - 15:45 122

Das Kolloquium besteht aus acht doppelstündigen Sitzungen und dient der Vorbereitung von Magister- und Staatsexamensprüfungen mit einem Schwerpunkt in der Amerikanistik. Falls Bedarf besteht, wird anhand früherer Klausurtexte 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 Sommersemesters bekannt gegeben. Anmeldungen bitte per Email an: dietmar.schloss@urz.uni-heidelberg.de

Research Colloquium

Prof. Dr. G. Leypoldt Thursday 16:15 - 17:45 122

This course is intended for exam candidates, and it offers a forum for discussing and presenting examination topics and outlines of M.A. or Staatsexamen theses. You can register in the first session on October 18.

Research Colloquium

Prof. Dr. G. Leypoldt Thursday 18:15 - 19:45 122

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

Colloquium for Exam Candidates

Prof. Dr. V. Nünning Wednesday 11:15 - 12:45 113

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 as 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.

Please register via e-mail either to my account or via the secretariat.

6.2 Kolloquien Sprachwissenschaft

The Structure of Present-Day English

Dr. M. Isermann Tuesday 18:00 - 19:30 108

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.

Colloquium for exam candidates

Priv.-Doz. Dr. N. Nesselhauf Wednesday 09:15 - 10:45 112

This course is intended to assist students in preparing for the oral part of the Staatsexamen. We will discuss the choice of suitable topics and literature and revise basic linguistic knowledge. 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).

Colloquium for exam candidates

Priv.-Doz. Dr. S. Mollin Wednesday 14:15 - 15:45 113

Exam candidates for state examination as well as M.A. degrees are invited to join the colloquium, in which we will revise key topics in English linguistics and discuss exam formalities and study strategies. The colloquium will take place every other week.

To register, please send an e-mail to [<sandra.mollin@as.uni-heidelberg.de>](mailto:sandra.mollin@as.uni-heidelberg.de) or come to my office hours.

Research Colloquium

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

This seminar is designed for students at the end of their Hauptstudium who are planning to write a BA thesis, MA thesis, 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 Thursday 11:15 - 12:45 110

This course is for advanced students and students preparing for their final exams (Staatsexamen, BA, MA and Magister). 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

Prof. Dr. B. Busse Tuesday 09:15 - 10:45 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 2 October 2015 at anika.conrad@as.uni-heidelberg.de to sign up for the course.

6.3 Kolloquien für Masterstudenten

Recent Trends in English Studies: Master Colloquium

Priv.-Doz. Dr. M. Peterfy Tuesday 13:15 - 14:00 113

This course is an interdisciplinary research colloquium, designed specifically for Master Students, in particular of the first semesters. Every week, you will meet a new member of staff, who will present his or her most recent research. The course is meant to introduce you to new research topics and methodologies. Master students in the first semester are the foremost target group of this seminar, but later semesters are welcome, too!

7. Oberseminare

Oberseminar for PhD Students

Prof. Dr. V. Nünning Tuesday 14:00 - 16:00 112 120st.

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.

Oberseminare

Prof. Dr. P. Schnierer Thursday 18:15 - 19:45 112

Dieses Oberseminar steht vorrangig Studierenden offen, die Qualifikationsschriften jenseits der Bachelorstufe verfassen: Zulassungsarbeiten, Masterarbeiten und Doktor-Dissertationen. Wir werden uns, ausgehend von Ihren Forschungen, mit aktuellen Problemen der Literaturwissenschaft beschäftigen und dabei auch die Literaturproduktion der Gegenwart verfolgen. Anmeldung ab sofort per Email: pps@urz.uni-heidelberg.de.

8. Examensvorbereitung

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 the term.

K. Henn	Monday	14:15 - 15:45	116
D. O'Brien	Tuesday	11:15 - 12:45	108

9. Fachdidaktik

9.1 Fachdidaktik I

Methodology

Die Qualifikationsziele sind die Sensibilisierung für zentrale fachdidaktische Fragestellungen, die Kenntnis theoretischer Grundlagen eines kompetenzorientierten Fremdsprachenunterrichts und der Erwerb von Grundkonzepten altersgerechten Fremdsprachenunterrichts. Das Fachdidaktikmodul I orientiert sich an den Inhalten und Erfordernissen des Schulpraxissemesters:

- den theoretische 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

Scheinerwerb: Erwartet wird die Bereitschaft, fachwissenschaftliche Inhalte funktional mit fachdidaktischen Fragestellungen zu verbinden. Regelmäßige Anwesenheit, aktive Teilnahme, die schriftliche Erstellung eines Unterrichtsverlaufs, eine Hausarbeit von ca. 10 Seiten oder ein gehaltenes Referat und dessen schriftliche Zusammenfassung auf 5-7 Seiten.

H. Weißling	Tuesday	09:15 - 10:45	112
I. Sikora-Weißling	Thursday	14:15 - 15:45	114
I. Sikora-Weißling	Thursday	16:15 - 17:45	110

9.2 Fachdidaktik II

Teilnahmevoraussetzungen:

“Fachdidaktik I” and a previous internship at school (“Praxissemester”)

Dealing with Texts in English Lessons

S. Mußmann Monday 16:00 - 17:30 113

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.

Texts: Participants are asked to have read J. Walls' *Half Broke Horses* (preferably Schoeningh edition) by November 16.

Communication in English Lessons

S. Mußmann Monday 14:15 - 15:45 115

In this course we will deal with a wide range of speaking tasks (e.g. various forms of oral presentations, debating, mediation), leading up to the communication exam students have to take in grade 12/13.

Participants will be asked to take part actively and practice these exercises.

Kompetenzorientierter Englischunterricht

S. Schwarz Monday 14:15 - 15:45 114

Im Mittelpunkt dieses Kurses stehen verschiedene Möglichkeiten der Schulung von Kompetenzen im Englischunterricht der Sekundarstufen I und II, wobei durchgehend die kritische Reflexion der Erfahrungen aus dem eigenen Unterricht während des Praxissemesters einfließen wird.

Fremdsprachendidaktische Grundsätze und methodische Vorgehensweisen werden vorgestellt, reflektiert und selbstständig auf neue Themen übertragen. Ausgewählte Aspekte wie Umgang mit Texten, Förderung der mündlichen Sprachproduktion im Englischunterricht, Materialentwicklung, funktionaler Einsatz verschiedener Medien werden erarbeitet und angewendet. In diesem Zusammenhang wird im Laufe des Semesters eine Ganzschrift zu lesen sein.

New Literacy

H. Weißling Tuesday 11:15 - 12:45 112

Teachers of foreign languages face new challenges when it comes to working with texts. Changes in society, cultural developments and the widespread use of modern media have led to an increasing number and variety of text types.

Digital texts are available at any hour, messages spread almost in real time. Texts today are “added”, “connected”, “cut”, “pasted”, “linked”, “liked”, “posted”, “shared” – messages and written texts tend to become shorter, and students seem to struggle more with longer or more complex types of writing.

New forms of texts gain more relevance. To name a few: graphic novels, picture stories, photos, comics, cartoons, maps, statistics, recipes, audio and sound files, documentary and feature films – new genres and varieties as well as paralinguistic features need to be decoded; heterogeneous classrooms, students' backgrounds and their dispositions, abilities and knowledge need to be taken into account. A new

literacy is needed in our classrooms, and federal curricula allow for it. The course invites participants to have a closer look at all kinds of texts and how they can be dealt with in EFL classes. The focus will be on the early secondary level but strategies can be used in more advanced courses as well.

Texts: Course books and texts will be provided.

Speaking and Mediation Skills in English Class

S. Lösch Tuesday 16:15 - 17:45 112

Qualifikationsziele:

- Kritische Reflexion der Erfahrungen aus dem eigenen Unterricht (Praxissemester)
- Fremdsprachendidaktische Grundsätze reflektieren und zunehmend selbständig auf neue unterrichtliche Themen übertragen
- Reflexion des Zusammenwirkens von Fachwissenschaft, Fachdidaktik und Pädagogik
- Formen der Fremd- und Selbstevaluation beim Fremdsprachenlernen kennen und produktiv anwenden
- Vertiefte Kenntnisse und Reflexion zentraler Bestandteile des Englischunterrichts anhand der Fertigkeiten *speaking* und *mediation*.

Inhalte:

Im Mittelpunkt der Veranstaltung steht zum einen die Frage, welchen Stellenwert die mündliche Sprachproduktion im Englischunterricht haben sollte und wie mehr Mündlichkeit im FSU gefördert werden kann, und zum anderen wird es um die fachdidaktische Aufbereitung von Sprachmittlungsaufgaben gehen. Neben den methodisch-didaktischen Grundlagen werden auch die mündliche Leistungsmessung sowie die Kommunikationsprüfung und der Mediation-Teil des Abiturs zentrale Themen sein. Der Kurs ist stark an der schulischen Praxis orientiert und es werden praktische Beispiele aus und für den Englischunterricht vorgestellt, aber auch gemeinsam und selbstständig erarbeitet, verglichen und reflektiert.

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**).

A. Benner	Tuesday	08:15 - 09:00	ZSL 320
A. Benner	Tuesday	09:15 - 10:00	ZSL 320
A. Benner	Tuesday	10:15 - 11:00	ZSL 320
A. Benner	Tuesday	11:15 - 12:00	ZSL 320
A. Benner	Tuesday	12:15 - 13:00	ZSL 320

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	Thursday	09:15 - 10:00	ZSL 320
N. Becker	Thursday	10:15 - 11:00	ZSL 320
N. Becker	Thursday	11:15 - 12:00	ZSL 320
N. Becker	Thursday	12:15 - 13:00	ZSL 320

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.

K. Henn	Monday	16:15 - 17:45	116
K. Henn	Tuesday	16:15 - 17:45	116
K. Pfister	Tuesday	09:15 - 10:45	115
K. Pfister	Thursday	09:15 - 10:45	115
K. Pfister	Thursday	11:15 - 12:45	115
D. O'Brien	Friday	09:15 - 10:45	122

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	Tuesday	09:15 - 10:45	122
C. Burmedi	Tuesday	11:15 - 12:45	122

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.

B. Gaston	Monday	14:15 - 15:45	108
B. Gaston	Monday	16:15 - 17:45	108

D. O'Brien	Tuesday	09:15 - 10:45	116
D. O'Brien	Friday	11:15 - 12:45	122
K. Henn	Tuesday	11:15 - 12:45	116
K. Henn	Tuesday	14:15 - 15:45	116

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 and word order.

A. Mau	Monday	14:15 - 15:45	333
K. Pfister	Monday	11:15 - 12:45	115
K. Pfister	Tuesday	11:15 - 12:45	115
B. Gaston	Thursday	11:15 - 12:45	114
B. Gaston	Thursday	14:15 - 15:45	115

10.7 English in Use

KISS - Professional Presentation of Research

K. Gunkel Samstag 11:00 - 18:00 108 420st.

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

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

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

Business English

K. Zawatzky Monday 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.

English in Use

D. O'Brien Thursday 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 familiarising yourselves with your dictionaries and then go on to look at such areas as word formation, semantic fields, phrasal verbs, idioms, false friends, and register and style. In addition, we will deal with various topic areas each week (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. However, a good English dictionary will be essential for class work. I recommend the following:

Collins Cobuild Advanced Learner's English Dictionary (7th ed.) 2012.

Longman Dictionary of Contemporary English for Advanced Learners (5th ed) 2010.

Oxford Advanced Learner's Dictionary of English (8th ed.) 2010.

10.8 Advanced Writing/Academic Essay Writing

Teilnahmevoraussetzungen:

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

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

Essay Writing

B. Gaston Monday 11:15 - 12:45 122

This course will introduce strategies for approaching a variety of academic papers. It will cover tools such as outlines and game plans so that your papers can be clearly

structured, and proofreading and editing tips to help you polish your work. You will also 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. Note that the course will be taught partly in class and online. Information about how this will work will be given out at our first meeting.

Texts: There will be a reader for the course.

The Writing Process

A whole body of scholarship exists on the topic of writing. Most of the research being done on the topic springs from Rhetoric and Composition (US) or Composition Studies (UK) departments at English-speaking universities. The field has grown out of English Literature and Linguistics, but is expanding to include interdisciplinary relationships to other faculties. By investigating representative texts, we will strive to answer a series of questions that lie at the core of Composition Studies:

- How can the writing process best be described?
- Does being able to describe the process help us become better at “doing” the process?
- Are there useful shortcuts or catalysts to be found by studying the process?
- Is the process more universal or individual in nature?

Fundamental to our investigation is the premise that knowing more about the writing process can not only enable us to become better writers but will help us discover how writing can best be taught.

C. Burmedi	Monday	14:15 - 15:45	122
A. Mau	Monday	16:15 - 17:45	112
D. O'Brien	Tuesday	16:15 - 17:45	122
A. Mau	Thursday	09:15 - 10:45	112
K. Henn	Thursday	11:15 - 12:45	116

10.9 Stylistics/Grammar and Style II

Description and Narration

The general aim of the Text Types courses is to train students to analyze and produce a variety of English texts, developing an understanding of the ways in which meaning is constructed and stylistic effect achieved.

The specific intention of the Description and Narration course is to enable students to understand and produce descriptive and narrative texts. We will start with description, focusing on journal writing as our prime example. We will then move on to narration, which uses description as one of many elements to tell a story or narrate an event or series of events. In order to illuminate these principles, we will be examining, at times translating, and then writing fables, fairy tales and/or ballads.

B. Gaston	Tuesday	11:15 - 12:45	114
B. Gaston	Tuesday	14:15 - 15:45	114
C. Burmedi	Thursday	09:15 - 10:45	122
C. Burmedi	Thursday	11:15 - 12:45	122

Professional Poster Presentation

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.

K. Gunkel	Thursday	09:15 - 10:45	108
K. Gunkel	Thursday	18:15 - 19:45	110

Exposition and Argumentation

K. Henn Thursday 14:15 - 15:45 122

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

Please note that this class is intended to be taken towards the end of your studies, after you have spent an extended period living in an English-speaking country.

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.

Professional Poster Presentation

Description see page 52.

K. Gunkel	Thursday	09:15 - 10:45	108
K. Gunkel	Thursday	18:15 - 19:45	110

Exposition and Argumentation

K. Henn Thursday 14:15 - 15:45 122

Description see page 52.

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 and Narration

Description see page 51.

C. Burmedi	Thursday	09:15 - 10:45	122
C. Burmedi	Thursday	11:15 - 12:45	122
B. Gaston	Tuesday	11:15 - 12:45	114
B. Gaston	Tuesday	14:15 - 15:45	114

Translation II (E-G)

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

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.

Course requirements:

- a) steady attendance and active class participation (regular homework assignments to be handed in)
- b) an entry exam, a mid-term mock-exam, a final in-class translation and a group project

10.12 Translation II (E-G)

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

Description see page 54.

10.13 Advanced English in Use**Description and Narration**

Description see page 51.

C. Burmedi	Thursday	09:15 - 10:45	122
C. Burmedi	Thursday	11:15 - 12:45	122
B. Gaston	Tuesday	11:15 - 12:45	114
B. Gaston	Tuesday	14:15 - 15:45	114

Professional Poster Presentation

Description see page 52.

K. Gunkel	Thursday	09:15 - 10:45	108
K. Gunkel	Thursday	18:15 - 19:45	110

Translation II (E-G)

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

Description see page 54.

Exposition and Argumentation

K. Henn Thursday 14:15 - 15:45 122

Description see page 52.

11. Ethisch-Philosophisches Grundstudium

Key Texts in American Romanticism

Dr. P. Löffler Monday 11:15 - 12:45 110

Description see page 22.

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

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

Description see page 22.

(Post)modern British Novels

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

Description see page 23.

Contemporary Historical Fiction

Priv.-Doz. Dr. B. Hirsch Wednesday 16:15 - 17:45 122

Description see page 23.

American Nature Writing: Colonial Period to the End of the Westward Movement

Dr. P. Löffler Monday 14:15 - 15:45 110

Description see page 24.

British Spies and Their Portrayal in Contemporary Plays and Films

Dr. M. Raab Friday, 2.10., 10.15 Uhr – 13.30 Uhr und 14.30 Uhr – 16.00 Uhr
Monday, 5.10., 10.15 Uhr – 13.30 Uhr und 14.30 Uhr – 16.00 Uhr Tuesday bis
Friday, 6.10. – 9.10., jeweils 9.15 Uhr – 12.30 Uhr und 13.30 – 15.00 AS122

Description see page 24.

Tony Kushner, *Angels in America* (1992) and *Homebody/Kabul* (2004)

Dr. E. Hänßgen Wednesday 11:15 - 12:45 116

Description see page 25.

Writing for the Stage

Dr. K. Hertel Tuesday 14:15 - 16:45 110 150st.

Description see page 26.

12. Sonstiges

Advanced Translation into English

P. Bews Thursday 16:15 - 17:45 114

This course is intended for students who plan to take their Staatsexamen after Christmas 2015. (Others also welcome, particularly exchange students whose mother tongue is English.)

For all those taking their exams before this date there are special preparation courses run by Mr. O'Brien and Mrs. Henn. We will mainly translate contemporary newspaper texts.

Creative Writing

P. Bews Thursday 18:15 - 19:45 333

This course is intended for all students who enjoy writing and will consist of writing regularly, at home, and discussing the pieces in small groups in class time. All types of writing welcome, from film scripts to poems, from short stories to plays.

The discussions continue after class in a local hostelry.

Language Reading Group

Priv.-Doz. Dr. F. Polzenhagen Friday 11:15 - 12:45 112

The Language Reading Group is a discussion forum for students who are interested in language and cognition. Every week, we discuss selected, very recently published texts that deal with language as a cognitive phenomenon. We focus on questions like

- How do children acquire language?
- Does language influence thought?

12. Sonstiges

- Does culture influence language?
- How did language evolve? What is the origin of language and how do languages develop the features they have?
- Is language a window to thought?

AS-external participants can receive credit points (2 CP, ÜK).