

SEMESTERMITTEILUNGEN

WINTERSEMESTER 2010/11

[Stand: 23.09.2010]

**Die Anmeldung zu den Prüfungsleistungen erfolgt im Zeitraum vom
01. 11. 2010 – 15. 01. 2011**

Information für alle Studierenden der Studiengänge Anglistik und Amerikanistik sowie Lehramt Englisch

Ab Januar 2011 haben Sie in einem von Frau Nora Lingstedt angebotenen Tutorium die Möglichkeit, Fragen und Probleme im Zusammenhang mit der Anfertigung von Hausarbeiten zu diskutieren bzw. zu lösen. Dieses Tutorium steht allen Studierenden aller Studienjahre offen. Wir empfehlen Ihnen die Wahrnehmung dieser Veranstaltung im Interesse der Verbesserung Ihrer Fähigkeiten und Fertigkeiten im Prozess wissenschaftlichen Arbeitens.

Bitte kontaktieren Sie Frau Lingstedt ab Januar 2011 unter

Nora@Lingstedt.de

Achtung! Für alle Studierende im Studienbereich Sprachwissenschaft/Mediävistik folgt hier eine Wichtige Mitteilung von

Professor Dr. Ursula Schaefer

22. August 2010

Liebe Studierende des Studienbereichs "Anglistik: Sprachwissenschaft / Mediävistik",

Am 18. August 2010 hat mich der Senat der TU Dresden auf Vorschlag des neuen Rektors, Herrn Professor Dr. Dr. Ing. Hans Müller-Steinhagen zur Prorektorin Bildung (zuständig für Lehre und Studium) gewählt

(vgl. http://tu-dresden.de/aktuelles/news/reaktoratneu/newsarticle_view).

Hieraus ergeben sich einige Konsequenzen im Blick auf meine Lehre, die ich Ihnen kurz erläutern möchte.

(A) Beginnen will ich mit dem, was sich in WS 2010 / 2011 und auch im SS 2011 *nicht* ändern wird:

(1) Staatsexamina:

(a) Alle mündlichen Prüfungen zum Termin "Winter 2010" finden wie verabredet statt. Darüber hinaus nehme ich zum Termin "Sommer 2011" mündliche Prüfungen ab.

(b) Zum Termin "Sommer 2011" stelle ich wieder eine synchrone und eine diachrone Klausur (zu den entsprechenden Lehrveranstaltungen s.u. (B1b) und (B3)).

(c) Für wissenschaftliche Hausarbeiten gilt analoges.

(2) Magisterexamina:

(a) Bereits geschriebene oder angemeldete Magister-Klausuren werden weiter von mir gestellt und von mir sowie von der Zweitgutachterin Dr. Weber bewertet.

(b) Bereits festgelegte mündliche Magisterprüfungen werden wie verabredet durchgeführt.

(c) Sofern Studierende, die sich noch nicht angemeldet haben, im WS 2010 / 2011 oder im SS 2011 die Klausur schreiben wollen, werde ich diese Klausur – in Absprache – gerne stellen und bewerten.

(d) Sofern Studierende, die sich noch nicht angemeldet haben, im WS 2010 / 2011 oder im SS 2011 bei mir die mündliche Prüfung ablegen wollen, werde ich solche Anmeldungen selbstverständlich gerne annehmen.

(3) Bachelor – B.A. und B.Ed.:

(a) Die zum laufenden Prüfungszeitraum bereits angemeldeten mündlichen Prüfungen werden wie vereinbart stattfinden.

(b) Sofern Studierende, die sich noch nicht angemeldet haben, im WS 2010 / 2011 oder im SS 2011 bei mir eine mündliche Prüfung ablegen wollen, werde ich solche Anmeldungen selbstverständlich gerne annehmen.

(c) Zu Lehrveranstaltungen, die zu den Modul-Prüfungsleistungen im WS 2010 / 2011 in Sprachwissenschaft / Mediävistik führen, s.u. (B)).

(4) Master – M.A. / M. Ed.:

– wie Bachelor –

(B) Hier nun die Änderungen:

(1) Meine beiden für das WS 2010 / 2011 angekündigten Hauptseminare entfallen! An ihre Stelle treten die Blockseminare von Prof. Dr. Klaus Dietz (Thema: *Beowulf*, Zeit: 4. bis 9. Oktober 2010) und Prof. Dr. Hildegard Tristram (Thema: *English in North America*, Zeit: 7. bis 12. Februar 2010).

(a) In beiden Hauptseminaren können Prüfungsleistungen im Rahmen des 3. Bachelor-Jahres sowie des Masters abgelegt werden.

(b) Das Seminar von Prof. Tristram dient unter anderem auch der Vorbereitung der synchronen Klausur im Staatsexamen, Termin "Sommer 2011".

(2) Die von mir für das WS 2010 / 2011 angekündigte Übung wird von Dr. Göran Wolf übernommen. Die angegebene Zeit bleibt.

(3) Die von mir für das WS 2010 / 2011 angekündigte Vorlesung wird zum angegebenen Thema und zur angegebenen Zeit stattfinden. Sie bereitet unter anderem auf die diachrone Klausur im Staatsexamen, Termin "Sommer 2011" vor.

(4) Die Zeiten für meine Sprechstunde im WS 2010 / 2011 werden in der nächsten Woche bekanntgegeben.

(5) Aller Voraussicht nach werden ähnliche Regelungen auch zum SS 2011 getroffen werden.

Ich muss um Nachsicht dafür bitten, dass Ihnen diese Änderungen recht kurzfristig bekanntgegeben werden. Sofern Sie Nachfragen haben, können Sie diese gerne an Dr. Wolf oder auch an mich wenden.

gez.

Professor Dr. Ursula Schaefer.

Englische Sprachwissenschaft und Mediävistik

Bitte beachten Sie, dass alle Modulbestandteile, d. h. Einführungskurs und Übung im 1. Studienjahr, Vorlesung und Proseminar im 2. Studienjahr und Vorlesung und Seminar im 3. Studienjahr sowie alle Sprachlernseminare, in jedem Winter- und Sommersemester in etwa gleicher zeitlicher Anordnung angeboten werden. Sie sollten daher eine ausgeglichene Lehrbelastung (ca. 10 SWS pro Fach pro Semester) im Winter- und Sommersemester anstreben.

Dr. Beatrix Weber

1110 70110	Introduction to Synchronic Linguistics (+ Tutorial)	Thu (5)	GÖR 226
---------------	--	----------------	----------------

EK + T 4 KP (regular attendance of the lecture and the tutorials, 2 tutorial tests, final written exam); 1 KP (regular attendance of the lecture)

Using language is terribly simple – everyone does it everyday. How to describe language and language use is the topic of this course. Together we will explore the structure of this highly complex and efficient mode of expression in its different functions. We will begin with the smallest distinctive units in language, the speech sounds, and work our way towards ever more complex units, namely words, phrases, and finally sentences. The course is accompanied by mandatory tutorials which will give you ample opportunity to revise and practise everything you heard about in the lecture. The class may be chosen by first year B.A. and B.Ed. students as part of the module "Basics of Linguistics/Medieval Studies".

ACCOMPANYING TUTORIALS:

Thu (6) T 1: ZS 1, 312
 T 2: ZS 1, 418

Thu (7) T 3: ZS 1, 325
 T 4: ZS 1, 312
 T 5: ZS 1, 418

Dr. Göran Wolf

**1120
70120**

Medieval England

Tue (4)

HSZ 405

Ü

2 KP (requirements to be announced in class)

When you decided to take up English as one of your B.A. subjects you certainly had a vague idea what to expect. As you will see within the course of your studies this subject has some surprises 'up the sleeve'. One such surprise is Medieval Studies. This course is designed to make you curious to learn more about a culture which is 1500 to 500 years removed from the present. At a beginner's level you will be introduced to some important historical aspects that shaped this culture. Moreover you will both learn about what makes the Middle Ages so different from our modern culture and what still finds its continuation to date.

- By September 27, 2010 the roster of the class will be provided on the "Anglistische Sprachwissenschaft" homepage.
- After the beginning of the class a Moodle page will be accessible for the participants.

N. N.

**1120
70120**

Chapters from English Grammar

Mon (3)

GER 39

Ü

2 KP (“Lektürebezogene Hausaufgabe” in two parts)

English is sometimes claimed to be a language with no grammar. This is obviously not the case. Although there is not much inflexion left – which is fortunate for the foreign learner, who does not have to bother with memorizing complex paradigms – English has developed a complex syntax. This is the area we will be investigating in this course. We will have a look at simple and complex sentences, at different types of phrases and clauses, their functions and structural make-up. As this is a practical course there will be plenty of exercises in addition to the more theoretical instruction. Apart from the training to work on clearly delimited questions, the two-part written assignment will have increased your basic academic competences.

The class may be chosen by first year B.A. and B.Ed. students.

N.N.

**1120
70120**

English Words

Mon (4)

ZEU 146

Ü

2 KP (requirements to be announced in class)

This is a course for beginners: We will dive into the world of English words and approach them from various perspectives.

Have you ever wondered why learning English vocabulary never ends? And why some English words are hard and others easier to figure out? After a short introduction to the “tools” of linguistic study we will have a closer look at the biographies of words: their history (etymology), their meaning (semantics) and their structure (morphology). By asking whether it is really easier for German people to learn English than vice versa, we will also learn about language families. Finally, we will discuss the impact of English as a world language.

Previous linguistic knowledge is not assumed.

Prerequisites: an interest in Linguistics

Professor Dr. Ursula Schaefer

2110
2410
3110
3410

**Selected Chapters from
the History of English**

Wed (2) HSZ 304

73110
73310

201110

V + KI

To earn 3 CP the students have to pass the final exam
(to take place in the last meeting).

V

To earn 1 CP regular attendance is required.

As the title indicates this *Vorlesung* is not designed to delineate the 'complete' history of the English language. Its aim is rather to pick out specific topics and discuss them in the light of recent linguistic methodology. Thus we will, e.g., critically deal with the question of sources, the problem of a 'teleology' of English toward the modern 'standard' and deal with certain aspects from the point of view of Contact Linguistics.

- By Sept. 27, 2010 the roster of the class and a preliminary bibliography will be provided on the "Anglistische Sprachwissenschaft" homepage
- After the beginning of the class a Moodle page will be accessible for the participants.

Die Vorlesung bereitet auf die *diachrone* Klausur Sprachwissenschaft zum Staatsexamenstermin Sommer 2011 vor.

This lecture series is accompanied by an "**Arbeitskreis**" for Master *Schwerpunktmodul Sprachwissenschaft* (5 KP): **Tue (7) ZS 1, 325.**

Master Students who wish to complete their "Wissenschaftliche Praxis 1" or "Wissenschaftliche Praxis 2" with Prof. Schaefer should contact her by email before 1 October.

Dr. Beatrix Weber

2120 Introduction to Middle English
2420

Tue (5)

Zeü 148

73120
73130
73320
73330

PS 6 KP (in-class presentation, seminar paper)
3 KP (in-class presentation)

Middle English (ME) is a lot more than “English between Old English and Early Modern English”. It is a period of profound changes and great diversity within the English language on all linguistic levels. We will link our survey of linguistic features to extra-linguistic matter, such as historical events and cultural phenomena. We will work with excerpts from literature to encounter different genres and use them as sources for linguistic data. Eventually, the course is supposed to enable you to gain access to any ME text by using a dictionary and a ME grammar. By the end of the class participants will have gained an overview of the main issues of ME studies. They will be able to assess relevant publications. The presentation will practise the competence to process given research results for an adequate presentation to and discussion with their peers. The research paper will practise the ability to present and discuss a given problem in an adequate, principled way. Participants of this seminar must have passed the Introduction to Linguistics (either synchronic or diachronic). Participants are expected to be prepared and to work actively.

Prerequisites

Recommended reading tba

Please note:

The two HS *MS Harley 2253* and *Cognitive Linguistics* have to be cancelled. However, there are two new HS which will both be offered as compact seminars.

Students who would like to register for these courses should do so with Dr. Göran Wolf via email under the following address: **Goeran.Wolf@mailbox.tu-dresden.de**.

The new courses are:

Professor Dr. Klaus Dietz

3120

Beowulf

3420

**Compact tba
seminar**

73510

73520

201120

201130

201410

202110

202410

HS

7 CP (requirements to be announced in class)

SiH / S

3 CP (requirements to be announced in class)

S (Master)

5/8 CP (requirements to be announced in class)

Beowulf ist nicht nur der bedeutendste, sondern auch der umfangreichste poetische Text des Altenglischen. Das Seminar beschränkt sich daher erstens auf die Lektüre und die Analyse ausgewählter Partien des Epos, dessen Handlung in Skandinavien spielt und in dessen Mittelpunkt ein aristokratischer Held steht, der gegen zwei Ungeheuer und einen Drachen kämpft und die heroische Welt des frühen Mittelalters repräsentiert. Zweitens werden wichtige Aspekte des Textes behandelt, so etwa seine Struktur und seine Einheitlichkeit, die Funktion der Episoden und das Verhältnis heidnischer und christlicher Elemente.

Zu Beginn des Seminars erhalten die Teilnehmer eine ausführliche Bibliographie.

Empfohlene Ausgabe: *Klaeber's Beowulf*, 4th ed. by R. D. Fulk, R. E. Bjork and J. D. Niles (Toronto, 2008; auch broschiert erhältlich).

Empfohlene Literatur: R. E. Bjork and J. D. Niles, eds., *A Beowulf Handbook* (Lincoln, NB 1996; Exeter 1997).

Dieses Seminar findet als Blockveranstaltung vom 4. bis 8. Oktober 2010 täglich 10 – 12 Uhr und 14 – 16 Uhr statt. Am Mittwoch, dem 6. Oktober, findet die LV von 16 – 18 Uhr statt.

Professor Dr. Hildegard L. C. Tristram

3120 English in North America

3420

**Compact tba
seminar**

73510

73520

201120

201130

201410

202110

202410

HS 7 CP (requirements to be announced in class)

SiH / S 3 CP (requirements to be announced in class)

S (Master) 5/8 CP (requirements to be announced in class)

A course description will be given asap.

Diese Lehrveranstaltung findet als Blockveranstaltung vom 7. bis 12. Februar 2011 statt.

Englische Literaturwissenschaft

Bitte beachten Sie, dass alle Modulbestandteile, d. h. Einführungskurs und Übung im 1. Studienjahr, Vorlesung und Proseminar im 2. Studienjahr und Vorlesung und Seminar im 3. Studienjahr sowie alle Sprachlernseminare, in jedem Winter- und Sommersemester in etwa gleicher zeitlicher Anordnung angeboten werden. Sie sollten daher eine ausgeglichene Lehrbelastung (ca. 10 SWS pro Fach pro Semester) im Winter- und Sommersemester anstreben.

Professor Dr. Katja Kanzler

1210 **Introduction to Literary Studies**
70310

Wed (3) HSZ 304

EK 4 KP (requirements to be announced in class)

This class will introduce students to key methods and concepts of literary analysis, aiming to provide them with the basic knowledge and skills necessary to analyze literary texts in a critical, academically informed way. It will discuss the major elements and operations of the classic literary genres prose, poetry, and drama as well as of narrative fictions in other genres and media; it will acquaint students with some of the most important concepts and strategies employed in literary scholarship to analyze and interpret these.

This class will be accompanied by a mandatory tutorial (1 SWS; details to be announced in the 1st session).

The "Audiovisuelle Semesterapparat" for this seminar will be available from October 1 (SLUB Mediathek). If you want to join the seminar and access the films in the library, please write an eMail stating your name and SLUB account number to wieland.schwanebeck@gmx.de.

Wieland Schwanebeck, M.A. (Staatsexamen)

**1220 Alfred Hitchcock: The British
70320 Years**

Wed (6)

HSZ 405

**2220
2420**

**73120
73130**

Ü	2 KP (regular and active participation, 15-minute presentation or written assignment)
PS	6 KP (regular and active participation, 15-minute presentation or written assignment, term paper)

The list of the 250 best movies of all time, as voted by the users of the *Internet Movie Database*, features no less than eleven films directed by Alfred Hitchcock; however, only one of them is part of the director's British works. It is somewhat puzzling that the films Hitchcock made before his emigration to the United States in 1940 (as well as 1971's *Frenzy*, which marked Hitchcock's return to his home country) usually fail to make the cut on critics' lists. Even these early films, however, carry most of the qualities and features that still make his films tremendously enjoyable (and, of course, thrilling) today: the high degree of suspense, the witty banter and innuendo between the characters, not to mention the typical Hitchcock plot (usually involving an innocent man on the run, trying to solve a conspiracy against him) which still serves as a blueprint for today's genre films.

In this class, we use Hitchcock's lesser-known British works as a starting point in order to introduce concepts of film analysis (including the seminal works by James Monaco and David Bordwell). Whilst the seminar will include the technological aspects and basic terminology necessary for discussing film semiotics, our main focus will be on the narrative aspects of film and its specific story grammar. Using examples from Hitchcock's oeuvre, we want to address the following questions (some of which were touched upon in the introductory course with regard to literary texts):

What makes a story? What kinds of narrative situations apply to the language of film? How is suspense created? And how does "the death of the author" (Roland Barthes) affect film studies?

We will discuss the following films:

The Lodger: A Story of the London Fog (1927)

The 39 Steps (1935)

Sabotage (1936)

Frenzy (1971)

The DVDs will be available in as part of an *Audiovisueller Semesterapparat* in the SLUB (Mediathek) by the beginning of the term.

Please buy:

François Truffaut. *Hitchcock: A Definitive Study of Alfred Hitchcock*. New York: Simon & Schuster, 1985. [ISBN 0671604295]

A reader with additional materials will be available at the beginning of the seminar.

Professor Dr. Stefan Horlacher

**2210 Gender Studies:
2410 An Introduction
3210
3410**

Wed (3)

GER 37

73110

201210

V + KI 3 KP (requirements to be announced in class)

V 1 KP (requirements to be announced in class)

This lecture is a thorough introduction to the ever expanding field of gender studies. We will not only trace the historical development of notions of femininity and masculinity from Aristotle and the Bible to the present but the lecture will also provide an introduction to the major theoretical branches of gender studies such as women studies, deconstructive feminism, masculinity studies, ecofeminism and cyberfeminism. Special attention will be given to the interrelatedness of language, sexuality and the construction of identity. In order to bridge the gap between theory and history on the one hand and literature and 'real life' on the other, we will read and analyse *Nice Work* by David Lodge.

Please buy:

David Lodge. *Nice Work*. London: Penguin 1989.

A syllabus and a comprehensive bibliography will be available in the first session in October.

This lecture series is accompanied by an "Arbeitskreis" for Master *Schwerpunktmodul Literaturwissenschaft* (5 KP): **Wed (7) ZS 1, 304b.**

Master Students who wish to complete their "Wissenschaftliche Praxis 1" with Prof. Horlacher should contact him by email before 1 October.

Professor Dr. Stefan Horlacher

3220	Thrilling Stories, Bleak Realism, or Allegories of Reading? Late Nineteenth-Century Novels	Thu (3)	GER 39
3420			
73710			
73720			
201220			
201230			
201510			
202210			
202510			
HS	7 KP	(requirements to be announced in class)	
SiH/S	3 KP	(requirements to be announced in class)	
	1 KP	(requirements to be announced in class)	
S (Master)	5/8 KP	(requirements to be announced in class)	

What this seminar proposes to undertake is to give an introduction to one of the greatest novelists in English literature, Thomas Hardy, and to analyse three representative and extremely successful novels (*Tess of the D'Urbervilles*, *Jude the Obscure* and *The Mayor of Casterbridge*) with a view to

- the concepts or notions of identity,
- the social, legal and economic systems,
- the gender hierarchies and
- the conceptions of sexuality presented in the texts.

Moreover, with the help of Paul de Man, we will ask whether Hardy's novels are really as "bleak" as criticism has often argued or whether these fascinating texts should not also be read on an allegorical level.

A syllabus and a bibliography will be available at the first meeting.
Regular participation and the oral presentation of a short paper are expected.

Readings:

Thomas Hardy. *Jude the Obscure*. London: Penguin, 1998.
Thomas Hardy. *The Mayor of Casterbridge*. London: Penguin, 1997.
Thomas Hardy. *Tess of the d'Urbervilles*. London: Penguin, 2003.

Prerequisites:

Participants are required to have read *Jude the Obscure* before the beginning of the seminar.

NB: This course prepares students for the "Schriftliches Staatsexamen: Klausur Englische Literaturwissenschaft" in the spring/summer 2011.

Professor Dr. Stefan Horlacher

3220 Shakespearean Tragedies
3420

Tue (5)

ZEU 118

73710
73720

201220
201230
201510
202210
202510

HS	7 KP (requirements to be announced in class)
SiH/s	3 KP (requirements to be announced in class)
	1 KP (requirements to be announced in class)
S/Master	5/8 KP (requirements to be announced in class)

This seminar will be organised along a tripartite structure, namely

- a comprehensive introductory overview of Shakespeare's tragedies and their historical background;
- an introduction to the theory of tragedy;
- a close reading of three of his major tragedies, *Macbeth*, *Hamlet*, and *Othello*.

These plays will be analysed according to the specific motifs and themes relevant to each text: for example the subversion of nature and binary oppositions in *Macbeth*; the theme and literary tradition (cf. John Ford, Cyril Tourneur, John Webster) of revenge in *Hamlet*; and the notions of race, class and gender in *Othello*.

Please buy:

William Shakespeare. *Othello*, *Hamlet*, *Macbeth*.

As far as *Othello* and *Hamlet* are concerned, please purchase the 3rd Arden edition.

Regarding *Macbeth*, please buy the Oxford World's Classics edition.

In case the 3rd Arden edition of *Hamlet* is not yet available, purchase the Oxford World's Classics edition.

A comprehensive bibliography will be made available during the first session.

NB: This seminar is designed as a compact seminar. This means that the first sessions of the seminar will take place in week two and four. The seminar itself will take place on a weekend (Saturday and Sunday) in January 2011. Students who want to take part in this seminar should be prepared to give a short oral presentation (15 minutes).

Professor Dr. Stefan Horlacher with Professor Dr. Thomas Kühn

202710 Oberseminar

Tue (6)

ZS 1, 304b

Requirements to be announced in class

The *Oberseminar* is open to doctoral candidates, to students completing their MA or *Staatsexamen* thesis and to those approaching the end of their studies. It is intended to give them the opportunity to present their research projects for further discussion.

The onus will be on theoretical approaches and their application, with the added intention of fostering an exchange of research interests and ideas among advanced students of *English/American Literature* and *British/American Cultural Studies* in the department.

Moreover, topics relevant for the oral and written final examinations in English literary studies will be discussed. A prerequisite for those attending is the willingness to present the findings of their work as well as lead the ensuing group discussions.

Note: participation is voluntary; i.e., students will not receive a credit (exception: students in the Master programme will be able to attend this colloquium as part of the Module "Wissenschaftliche Praxis 2": Peer Colloquium).

The first session will take place in the second week.

Kulturstudien Großbritanniens

Bitte beachten Sie, dass alle Modulbestandteile, d. h. Einführungskurs und Übung im 1. Studienjahr, Vorlesung und Proseminar im 2. Studienjahr und Vorlesung und Seminar im 3. Studienjahr sowie alle Sprachlernseminare, in jedem Winter- und Sommersemester in etwa gleicher zeitlicher Anordnung angeboten werden. Sie sollten daher eine ausgeglichene Lehrbelastung (ca. 10 SWS pro Fach pro Semester) im Winter- und Sommersemester anstreben.

Professor Dr. Thomas Kühn

1310 70510	Introduction to British Cultural Studies	Thu (2)	HSZ 405
-----------------------	---	----------------	----------------

EKT 4 KP (requirements see below)

This course aims at

- providing students with a survey of important British institutions and ways of life in comparison with those in Germany;
- gaining knowledge about and discussing examples of contemporary "British" topics;
- developing skills of reading cultural texts;
- introducing the academic field of Cultural Studies.

This course is offered as a lecture, accompanied by mandatory tutorials (1 hour per week). All participants are expected to make oral contributions in discussions and presentations during the lecture and written contributions in the form of assigned homework for the tutorial.

To acquire 4 credit points students have to attend regularly and actively, pass the homework for the tutorial and the final test at the end of the semester.

Coursebooks:

J. O'Driscoll, *Britain*, Oxford: OUP. 2009 edition only.

Hans Kastendiek, Roland Sturm (eds.), *Länderbericht Großbritannien*, Bonn: Bundeszentrale für Politische Bildung, 2006.

A reader will also be provided by the beginning of the semester.

Sylvia Schulze, M.A.

**1320
70520**

Scotland

Wed (5)

ZS 1, 418

Ü 2 KP (regular & active participation, oral presentation, assignment)

Think of Scotland: Beautiful landscapes with clear lochs, wide glens and wild mountain ranges, castles, bagpipes and highland games, kilts and haggis, the Festival Fringe and Nessie... In this class, we want to find out what is beyond these tourist images of Scotland and what life is like in the country beyond the river Tweed.

Starting with essays on the concepts of national stereotypes and images, identity and nation, we will deal with the psychological and cultural background of Scottish identity. In the course of the seminar we will focus on different areas of Scottish culture. Some of these might be:

- Scottish history and Anglo-Scottish relations
- Scottish traditions: food & drink, music & dancing, sports, religion
- Scotland today: politics, economy, education
- Representations of Scottishness in film, arts and literature.

These various aspects of Scottish culture will be investigated and presented in small groups of students, and will draw a vivid picture of Scotland.

This course aims at providing an introduction to Scottish culture and applying concepts and methods of cultural studies.

A *Reader* with selected texts will be provided by the beginning of the semester. Please register on the list on the Cultural Studies pin board.

Rita Schwanebeck (Staatsexamen)

**1320
70520**

Britain in the “Swinging Sixties”

Tue (3)

GER 49

Ü 2 KP (regular & active participation, oral presentation, assignment)

They say, if you can remember them, you weren't there. What makes the Sixties so mythical? They have been celebrated and discussed probably more than any other decade and are synonymous with the so-called *cultural revolution*. The post-war Baby Boomer time is usually associated with changes and transformations in virtually all areas, from the introduction of colour TV and the miniskirt to CND marches and the Women's Liberation movement. The aftershock of this “youthquake”, with Swinging London at its epicentre, can still be felt today.

On the basis of theoretical texts (e.g. Stuart Hall, Dick Hebdige, Arthur Marwick), we will analyse and discuss suitable examples of popular culture of the 1960s (e.g. music, fashion, film and literature) with a special emphasis on changing gender roles and identities.

A reader with materials will be provided at the beginning of the term.

Professor Dr. Thomas Kühn

2310 20th Century British Cultural
2410 History – the second half Fr (2) HSZ 403
3210
3410

73310

201310

V + Klausur 3 KP

V (Teilnahme) 1 KP

The period after World War II can be divided into two phases both of which saw fundamental changes in Britain. The course of lectures will provide a survey of some of these changes, focussing on signifying practices. The phases that will be introduced are:

The post-war period

- with the cold war, the arms race, the introduction of nuclear weapons as well as nuclear power,
- as a period of prosperity with hopes for a new Elizabethan Age,
- with the decline of the Empire, decolonization and mass immigration
- with the rise of youth culture expressed in music, film, literature, and students' protests;

The period from the 1970s onwards that saw

- Britain as the "sick man of Europe" (70s),
- the fight against the economic decline under Margaret Thatcher with far-reaching social and political implications and adventures like the Falklands War (80s),
- splendid occasions for Royal pageantry and their subversion by deep crises on the death of Lady Diana.

Whether the rise to power of New Labour under Tony Blair in 1997, incidently the year of Diana's death, can be regarded as yet a new phase remains to be seen.

Students wanting a qualified Schein (3 CP) have to pass a written test at the end of the semester.

This lecture series is accompanied by an "**Arbeitskreis**" for Master *Schwerpunktmodul Kulturstudien* (5 KP): **Wed (7) ZS 1, 418.**

Master Students who wish to complete their "Wissenschaftliche Praxis 1" with Prof. Kühn should contact him by email before 1 October.

Dr. Beatrix Weber

2320 Introduction to Middle English
2420

Tue (5)

Zeü 148

73320
73330

PS 6 KP (in-class presentation, seminar paper)
3 KP (in-class presentation)

Middle English (ME) is a lot more than “English between Old English and Early Modern English”. It is a period of profound changes and great diversity within the English language on all linguistic levels. We will link our survey of linguistic features to extra-linguistic matter, such as historical events and cultural phenomena. We will work with excerpts from literature to encounter different genres and use them as sources for linguistic data. Eventually, the course is supposed to enable you to gain access to any ME text by using a dictionary and a ME grammar. By the end of the class participants will have gained an overview of the main issues of ME studies. They will be able to assess relevant publications. The presentation will practise the competence to process given research results for an adequate presentation to and discussion with their peers. The research paper will practise the ability to present and discuss a given problem in an adequate, principled way.

Participants of this seminar must have passed the Introduction to Linguistics (either synchronic or diachronic). Participants are expected to be prepared and to work actively.

Prerequisites

Recommended reading tba

Robert Troschitz

2320 **Fight for Higher Education –**
2420 **English Universities 1940 to** **Wed (5)** **SE 2, 122**
73320 **Today**
73330

PS 6 KP (regular & active participation, oral presentation, extended essay)
 3 KP (regular & active participation, oral presentation)
 1 KP (regular & active participation)

Since the Butler Education Act 1944, higher education has been marked by constant change and struggle. The years between 1950 and 1970 were characterised by 'massification', the foundation of the New Universities, the student revolt and the split of the higher education sector into universities and polytechnics. The Thatcherite years brought cuts in funding, the new managerialism, and they paved the way for the recent debates on university rankings, top-up fees and the 'student experience'. In the first half of the course, we will not only analyse the history of the universities and polytechnics since 1940 and follow the political debates, but above all focus on the various ideologies which have formed the debate about higher education. When discussing higher education as a cultural practice, we will also consider the changing identities of academics and students as well as the relation between higher education and society.

The second half of the course takes the form of project work, which gives students the chance to do their own research and thus develop essential academic skills such as creating their own research question/ hypothesis, doing research and presenting a paper. Thus, students should not only be willing to participate but be creative and come up with their own ideas. Topics for the project work might range from the role of space in higher education to disciplinary mechanisms to literary representations of students and universities.

Please register on the list on the Cultural Studies pin board.

N.N.

**3220
3420**

**From Anglo-German Relations
to UK-German Connections**

Wed (3)

HSZ 301

**73710
73720**

**201320
201330
201610
202310
202610**

HS	7 KP (regular, active participation, oral presentation, academic essay)
SiH/S	3 KP (regular & active participation, oral presentation) 1 KP (regular & active participation)
S (Master)	5 KP (regular, active participation, oral presentation, academic essay)
S (Master)	8 KP (regular, active participation, oral presentation, research paper)

Contemporary strong ties between Britain and Germany become particularly obvious in a city like Dresden through the reconciliation work in the aftermath of the Second World War or the reconstruction of the Frauenkirche.

The relationship between Britain and Germany today, however, is not limited to these aspects only, but also involves cultural and political as well as business and youth exchange fostering vivid UK-German connections. Moreover, mutual contacts go back far beyond the 20th century, and span from Anglo-German trading connections in the Middle Ages to religious and dynastic bonds as well as cultural exchange from the Reformation to the 20th century. At all times, there also were painful encounters between the two countries.

The aim of this seminar is to investigate mutual connections and the construction of perceptions of the German and English / British "other" in theoretical and practical terms. As the field covers a long period the seminar will be divided into a historical and a contemporary section. The first section, dealing with the early encounters up to the 20th century, will be based on textual work, whereas the second – contemporary – part will be based on field work, e.g. surveys, media, film, literature and FLT.

A *Reader* with selected texts will be provided by the beginning of the semester.

Please register on the list on the Cultural Studies pin board.

Professor Dr. Thomas Kühn

3220 Youth Culture of the 50s and 60s Thu (5) HSZ 405
3420

73710
73720

201320
201330
201610
202310
202610

HS	7 KP (regular, active participation, oral presentation, academic essay)
SiH/S	3 KP (regular, active participation, oral presentation) 1 KP (regular, active participation)
S (Master)	5 KP (regular, active participation, oral presentation, academic essay)
S (Master)	8 KP (regular, active participation, oral presentation, research paper)

The 1950 and 1960s saw the rise of the concept of “youth” that rested on a great number of factors:

- the rise of leisure-time,
- the development of Britain into an affluent society,
- the extension of education,
- the spread of mass media and pop music,
- growing awareness of a generation split,
- the introduction of the pill, and
- the influence of American culture

to name only some.

After initial theoretical reflections on the concept of youth the seminar will deal with fields of interest in which youth culture was especially prominent: music, fashion, lifestyle, politics. The texts that are manifestations of and reactions to youth culture will be taken from a broad range of sources: literature and drama, film and music – from John Osborne’s Play *Look Back in Anger* through Beatles’ and other films and songs to the recent *The Boat that Rocked* (2009), to name just a few.

Please register on the list on the Cultural Studies pin-board. E-mail registration will not be taken into account.

NB: This course prepares students for the “Schriftliches Staatsexamen: Klausur Kulturstudien Großbritanniens” in spring 2011.

Professor Dr. Thomas Kühn with Professor Dr. Stefan Horlacher

202710 Oberseminar

Tue (6)

ZS 1, 304b

Requirements to be announced in class

The *Oberseminar* is open to doctoral candidates, to students completing their MA or *Staatsexamen* thesis and to those approaching the end of their studies. It is intended to give them the opportunity to present their research projects for further discussion.

The onus will be on theoretical approaches and their application, with the added intention of fostering an exchange of research interests and ideas among advanced students of *English/American Literature* and *British/American Cultural Studies* in the department.

Moreover, topics relevant for the oral and written final examinations in English literary studies will be discussed. A prerequisite for those attending is the willingness to present the findings of their work as well as lead the ensuing group discussions.

Note: participation is voluntary; i.e., students will not receive a credit (exception: students in the Master programme will be able to attend this colloquium as part of the Module "Wissenschaftliche Praxis 2": Peer Colloquium).

The first session will take place in the second week.

Kulturstudien Nordamerikas

Bitte beachten Sie, dass alle Modulbestandteile, d. h. Einführungskurs und Übung im 1. Studienjahr, Vorlesung und Proseminar im 2. Studienjahr und Vorlesung und Seminar im 3. Studienjahr sowie alle Sprachlernseminare, in jedem Winter- und Sommersemester in etwa gleicher zeitlicher Anordnung angeboten werden. Sie sollten daher eine ausgeglichene Lehrbelastung (ca. 10 SWS pro Fach pro Semester) im Winter- und Sommersemester anstreben.

Alexandra Schein

1320	Basic Readings in North		
70520	American Cultural Studies	Tue (3)	GER 52
	<i>Modul: Basics of English and American Studies</i>		
2320			
2420			
73320			
73330			

PS	6 KP (requirements to be announced in class)
	3 KP (requirements to be announced in class)
Ü	2 KP (requirements to be announced in class)
	1 KP (requirements to be announced in class)

This course will familiarize students with some of the basic issues and texts that have shaped North American Cultural Studies. It is intended to provide an overview over the range and development of the field and to enable students to understand the various approaches that one can take in order to understand what makes American or Canadian society and culture "tick".

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

Eric Erbacher, M.A.

3320	The City in American Culture	Blockseminar	tba
3420		im Februar	
	Modul Survey of English and American	2011	
73910	Studies		
73920			
201320			
201330			
201610			
202310			
202610			

HS	7 KP (requirements to be announced in class)
SiH/S	3 KP (requirements to be announced in class) 1 KP (requirements to be announced in class)
S (Master)	5/8 KP (requirements to be announced in class)

Throughout American history, cities have been focal points of economic, social, and cultural developments. Starting with their role as centers of colonial administration and commerce, cities played an important part in the American Revolution and emerged as driving forces of westward expansion, national integration, and industrialization in the 19th century. In the 20th century, continued mass immigration, a growing consumer culture, and architectural and technological innovations shaped the experience of urban life while the postwar forces of suburbanization and de-industrialization altered the foundations of traditional urbanity. The late 20th and early 21st century American city is thus characterized by contrasting developments: urban decay and shrinkage as well as festivalization and gentrification, growing political and cultural inclusion as well as economic and social fragmentation.

Overall, American cities, have therefore been at the center of national discussions of nothing less than what America stands for and what it means to be American. Issues such as race, ethnicity, class, and gender, have always been particularly contentious and as such have figured prominently in cultural negotiations of the American city in literature, poetry, photography, painting, film, and TV.

This seminar will examine representations of the city in American culture from the 18th century to the present and their intersections with wider social, economic, and political discussions. Topics explored will include Thomas Jefferson's political mistrust of cities, Walt Whitman's poetic celebrations of urbanity, Jacob Riis' reformist photographs of urban misery, Robert Rauschenberg's painted collages of urban multiplicity, Ridley Scott's dystopian cinematic vision of Los Angeles in Blade Runner as well as contemporary negotiations of urban life in TV series such as Sex and the City and The Wire.

This seminar being offered as a compact course, students are required to read introductory and background texts before the start of the seminar and prepare a presentation on a certain topic. A list of required and additional reading and possible topics for presentation as well as general information on the seminar will be provided in an introductory session in the middle of October.

For further information and registration, please contact Eric Erbacher:
eric-erbacher@gmx.de

Professor Dr. Katja Kanzler

3320 Writing Work
3420

Tue (3)

GER 07

73910
73920

201320
201330
201610
202310
202610

HS	7 KP (requirements to be announced in class)
SiH/ S	3/1 KP (requirements to be announced in class)
S (Master)	5/8 KP (requirements to be announced in class)

'Work' figures as an ambiguous topic in U.S.-American literature, owing its ambiguity to the very different, even conflicting, discourses with which it is associated. Among these are: the discourse of the work ethic – deeply ingrained in American culture since its colonial beginnings – which greatly values productive labor; the discourse of anti-industrialism – whose emergence in the early phase of U.S. nationhood is part of the nation's effort to (economically as well as culturally) distinguish itself from Europe – which expresses deep suspicion of any type of work that bears traces of the 'industrial'; slavery – the historical phenomenon along with its representations in various forms of literature – which associates labor with unfreedom and degradation; and concepts of art and authorship emerging in the early 19th century, which define artistic creation – including literary writing – in express opposition to certain forms of labor. In this seminar, we will explore how American texts from the 19th and 20th centuries represent work, and the themes and issues they negotiate in the process. Primary texts to be discussed might include Herman Melville's "Bartleby, the Scrivener," Harriet Wilson's *Our Nig*, Rebecca Harding Davis's "Life in the Iron Mills," Pietro Di Donato's "Christ in Concrete," Tillie Olsen's *Yonnondio*, and Charlie Chaplin's film *Modern Times*.

PD Dr. Angelika Köhler

3320 Transcultural Perspectives
3420

Wed (3)

ZS 418

73910
73920

201320
201330
201610
202310
202610

HS	7 KP	(regular and active participation; oral presentation; research paper)
SiH	3 KP	(regular and active participation; oral presentation)
S	3 KP	(regular and active participation; oral presentation)
	1 KP	(regular and active participation; brief oral presentation)
S (Master	5/8 KP	(requirements to be announced in class)

Fictional encounters between the “Old” and the “New” World have significantly shaped American imagination. In this course we want to read a variety of texts ranging from novels written by Nathaniel Hawthorne, Mark Twain and Henry James to most recent narratives by James Welch and Paule Marshall that offer most diverse images of cultural clashes of and/or dialogic interactions between their figures’ places of residence thus negotiating transcultural interactions in highly ambivalent ways.

Our historical approach will provide us with a deeper understanding of the complex implications of those discourses of our increasingly globalized postindustrial world that call national borders into question and approach the issue of national identity as a subject of uncertainty. When spaces are no longer defined by impenetrable borders, static and fixed, when they are reconceptualized as constitutively dynamic, unstable, allusive, intimately public and personally collective, questions of self-positioning and belonging require new answers that are rooted in a notion of identity “as a ‘production’ ... always constituted within ... representation” (Hall 1990). Analyzing these texts we will encounter most interesting and challenging American transcultural perspectives.

A *Reader* with shorter texts will be available at the beginning of the semester. Please see the complete list of texts next to Frau Schaal’s office door!

PD Dr. Christian Weyers

3320	Kartographische Streifzüge durch die Geschichte Kanadas und Québecs	Thu (6)	ZS 1, 501
3420			
73910			
73920			
201320			
201330			
201610			
202310			
202610			

HS	7 KP	(requirements to be announced in class)
SiH	3KP	(requirements to be announced in class)
S	3 KP	(requirements to be announced in class)
S (Master)	5/8 KP	(requirements to be announced in class)

Im Rahmen des Forschungsprojekts "Historische Land- und Seekarten von Kanada aus dem 17. und 18. Jahrhundert" soll die Lehrveranstaltung an eine einzigartige Geschichtsquelle heranführen und Methoden ihrer Evaluation vorstellen. Die aus dem Kartenbestand der SLUB erschlossenen Dokumente des 17., 18. und beginnenden 19. Jahrhunderts vermitteln anschaulich die sprachliche, kulturelle und politische Evolution Kanadas und Québecs sowie insbesondere die Entwicklung des typisch kanadischen Sprachdualismus. Im Rahmen dieses Seminars können Interessierte aktiv an einem laufenden Forschungsprojekt zu diesem Thema mitarbeiten. Das Seminar ist gleichfalls interessierten Studierenden der Romanistik wie auch der Anglistik/Amerikanistik (Kulturstudien Nordamerikas) offen.

Im Wintersemester 2010/11 ist Frau Prof. Dr. Georgi-Findlay im Forschungssemester und bietet daher keine Lehrveranstaltungen an. Für Prüfungen in allen Studiengängen steht sie jedoch in vollem Umfang zur Verfügung. Bitte beachten Sie die Änderung der Sprechstundenzeiten.

Literatur Nordamerikas

Bitte beachten Sie, dass alle Modulbestandteile, d. h. Einführungskurs und Übung im 1. Studienjahr, Vorlesung und Proseminar im 2. Studienjahr und Vorlesung und Seminar im 3. Studienjahr sowie alle Sprachlernseminare, in jedem Winter- und Sommersemester in etwa gleicher zeitlicher Anordnung angeboten werden. Sie sollten daher eine ausgeglichene Lehrbelastung (ca. 10 SWS pro Fach pro Semester) im Winter- und Sommersemester anstreben.

Professor Dr. Katja Kanzler

1210 70310	Introduction to Literary Studies, EK	Wed (3)	HSZ 304
---------------	---	----------------	----------------

EK 4 KP (requirements to be announced in class)

This class will introduce students to key methods and concepts of literary analysis, aiming to provide them with the basic knowledge and skills necessary to analyze literary texts in a critical, academically informed way. It will discuss the major elements and operations of the classic literary genres prose, poetry, and drama as well as of narrative fictions in other genres and media; it will acquaint students with some of the most important concepts and strategies employed in literary scholarship to analyze and interpret these.

This class will be accompanied by a mandatory tutorial (1 SWS; details to be announced in the 1st session).

PD Dr. Angelika Köhler

**1220 (Re-)Writing Traditions:
70320 Multiethnic American Short
Stories Thu (4) ZS 1, 501**

**2220
2420**

**73120
73130**

Ü 2 KP (regular and active participation; brief oral presentation)
PS 6 KP (regular and active participation; oral presentation; essay)
3 KP (regular and active participation; oral presentation)
1 KP (regular and active participation)

Since the post-World-War-Two-era, African American, Native American, Asian American, and Latino American writers have increasingly inspired the traditions of American short story writing. Although presenting an enormous stylistic and thematic variety, their narratives share some basic characteristics, among others a history of oppression and public "invisibility" as the "Other" and a strong oral tradition of story telling that fuses their rich imaginative powers, their spiritual traditions and magical symbolisms. Reading selected short stories written against the background of highly diverse ethnic cultural contexts students are expected to experience the great variety of literary voices and the multiplicity of themes explored in contemporary US-American short fiction.

A *Reader* with selected texts will be provided by the beginning of the semester.

Dr. des. Benny Pock

**2220
2420**

Postmodern Stories and Digital Media

Mon, Oct. 11,
(6);
Fri, Dec. 17
and Jan. 07,
14, 21, (4-6)

ZS 1, 501

**73120
73130**

PS

6 KP (requirements to be announced in class)
3 KP (requirements to be announced in class)

Postmodernism as a literary style arises in the 1960s, and although its use as a critical term is by now somewhat outdated, many contemporary authors still engage with its premises. It is marked by an experimental type of writing that breaks with realism and the totalizing ambitions of modernism. Among its main stylistic devices are self-reflexivity, irony, and intertextuality. It deliberately departs from conventional notions of plot, character, and setting, frequently representing the world as a mere extension of the text itself.

Even though its premises are abstract, postmodernism is rooted in concrete historical reality such as the countercultural unrest shaking American society, its rampant consumerism, or the rise of electronic media. There is also a historical trajectory within postmodern writing, which leads to a return or reconstruction of realist forms of representation by the 1980s. In recent years, writers such as David Foster Wallace or Paul Auster have expanded the postmodern inventory by combining formal trickery with more conventional plot structures.

The course will introduce you to the basic parameters of this era and explore some of its fictions. We will particularly focus on their relation to emerging digital media such as the computer or the Internet. This will enable us to interrogate how humanist notions of identity give way to the figure of the posthuman in these texts. It will further allow us to examine the ways in which their narratives start to mirror the hypertext format of texts composed and read on the computer. We will discuss novels and short stories by William Burroughs, Kurt Vonnegut, Thomas Pynchon, Paul Auster, Neal Stephenson and David Foster Wallace among others.

Professor Dr. Katja Kanzler

3320 Houses in American Fiction
3420

Thu (5)

ZS 1, 325

73910

201220

201230

201510

202210

202510

HS	7 KP	(requirements to be announced in class)
SiH/ S	3 KP	(requirements to be announced in class)
	1 KP	(requirements to be announced in class)
S (Master)	5/8 KP	(requirements to be announced in class)

In *Dwelling in the Text*, literary scholar Marilyn R. Chandler argues that “[i]n many of our major novels a house stands at stage center as a unifying symbolic structure that represents and defines the relationships of the central characters to one another, to themselves, and to the world.” In this seminar, we will explore some of the uses American authors have made of the specific settings provided by houses of various kinds. Our readings will spotlight two cultural moments at which houses seem to particularly energize the literary imagination: the middle of the 19th century and the end of the 20th century. Primary texts to be discussed might include Nathaniel Hawthorne's *House of the Seven Gables*, Herman Melville's “I and My Chimney,” Marilynne Robinson's *Housekeeping*, Sandra Cisneros's *House on Mango Street*, and Timothy Taylor's *Story House*. We will supplement our reading of these literary texts by discussing other types of writing about houses (e.g., advice literature) and by exploring some of the ways in which literary uses of domestic space have been theorized by literary and cultural criticism.

NB: This course prepares students for the "Schriftliches Staatsexamen: Klausur Amerikanische Literaturwissenschaft" in the spring/summer 2011.

Professor Dr. Katja Kanzler

3320 Writing Work
3420

Tue (3)

GER 07

73910

201220

201230

201510

202210

202510

HS	7 KP (requirements to be announced in class)
SiH/ S	3 KP (requirements to be announced in class)
	1 KP (requirements to be announced in class)
S (Master)	5/8 KP (requirements to be announced in class)

'Work' figures as an ambiguous topic in U.S.-American literature, owing its ambiguity to the very different, even conflicting, discourses with which it is associated. Among these are: the discourse of the work ethic – deeply ingrained in American culture since its colonial beginnings – which greatly values productive labor; the discourse of anti-industrialism – whose emergence in the early phase of U.S. nationhood is part of the nation's effort to (economically as well as culturally) distinguish itself from Europe – which expresses deep suspicion of any type of work that bears traces of the 'industrial'; slavery – the historical phenomenon along with its representations in various forms of literature – which associates labor with unfreedom and degradation; and concepts of art and authorship emerging in the early 19th century, which define artistic creation – including literary writing – in express opposition to certain forms of labor. In this seminar, we will explore how American texts from the 19th and 20th centuries represent work, and the themes and issues they negotiate in the process. Primary texts to be discussed might include Herman Melville's "Bartleby, the Scrivener," Harriet Wilson's *Our Nig*, Rebecca Harding Davis's "Life in the Iron Mills," Pietro Di Donato's "Christ in Concrete," Tillie Olsen's *Yonnondio*, and Charlie Chaplin's film *Modern Times*.

PD Dr. Angelika Köhler

3320 Chicano/a Presences
3420

Mon (4)

ZS 1, 418

73910

201220

201230

201510

202210

202510

HS	7 KP	(regular and active participation; oral presentation; research paper)
SiH /S	3 KP	(regular and active participation; oral presentation)
	1 KP	(regular and active participation; brief oral presentation)
S (Master)	5/8 KP	(requirements to be announced in class)

Chicano/a literature articulates the pride of the people of Mexican heritage in their historical traditions and contemporary achievements. It is a literature marked by formal experiments, by the free spirit to nurture the idea of liberation, by interlingualism. Its origins can be traced back to the time when the area that is now the American Southwest was settled by the inhabitants of Mexico during colonial times. The year 1965 marks the beginning of the Contemporary Chicano Period or renaissance of Chicano letters, a general boom in every literary genre. Chicano/a writers have articulated their rebellious spirit in texts that give evidence of their concentrated efforts to put forward and foster images and characters from their own experience.

Reading and interpreting a variety of texts from different genres written by US-American authors of Mexican descent we will discuss distinguishing moments, developments and continuities in 20th century Chicano/a literature.

A *Reader* with shorter texts will be available at the beginning of the semester. Please see the complete list of texts next to Frau Schaal's office door!

PD Dr. Angelika Köhler

3320 Toni Morrison:
3420 Texts and Contexts **Mon (5)** **ZS 1, 418**

73910

201220

201230

201510

202210

202510

HS	7 KP	(regular and active participation; oral presentation; research paper)
SiH /S	3 KP	(regular and active participation; oral presentation)
	1 KP	(regular and active participation; brief oral presentation)
S (Master)	5/8 KP	(requirements to be announced in class)

“The ability of writers to imagine what is not the self, to familiarize the strange and mystify the familiar, is the test of their power” (Toni Morrison, *Playing in the Dark*, 15).

In this course we want to read and discuss a variety of Toni Morrison’s fictional and non-fictional texts that prove herself as a master of the power she refers to in the essay quoted from above. We will gain a deeper and more complex understanding of her work as an integral part of African American literary traditions and as the distinctive voice of a black woman who articulates her quest to position herself in contemporary US-American literature.

A *Reader* with shorter texts will be available at the beginning of the semester. Please see the complete list of texts next to Frau Schaal’s office door!

NB: This course prepares students for the "Schriftliches Staatsexamen: Klausur Amerikanische Literaturwissenschaft" in the spring/summer 2011.

PD Dr. Angelika Köhler

3320 Transcultural Perspectives
3420

Wed (3)

ZS 1, 418

73910

201220

201230

201510

202210

202510

HS	7 KP	(regular and active participation; oral presentation; research paper)
SiH	3 KP	(regular and active participation; oral presentation)
S	3 KP	(regular and active participation; oral presentation)
	1 KP	(regular and active participation; brief oral presentation)
S (Master)	5/8 KP	(requirements to be announced in class)

Fictional encounters between the “Old” and the “New” World have significantly shaped American imagination. In this course we want to read a variety of texts ranging from novels written by Nathaniel Hawthorne, Mark Twain and Henry James to most recent narratives by James Welch and Paule Marshall that offer most diverse images of cultural clashes of and/or dialogic interactions between their figures’ places of residence thus negotiating transcultural interactions in highly ambivalent ways.

Our historical approach will provide us with a deeper understanding of the complex implications of those discourses of our increasingly globalized postindustrial world that call national borders into question and approach the issue of national identity as a subject of uncertainty. When spaces are no longer defined by impenetrable borders, static and fixed, when they are reconceptualized as constitutively dynamic, unstable, allusive, intimately public and personally collective, questions of self-positioning and belonging require new answers that are rooted in a notion of identity “as a ‘production’ ... always constituted within ... representation” (Hall 1990). Analyzing these texts we will encounter most interesting and challenging American transcultural perspectives.

A *Reader* with shorter texts will be available at the beginning of the semester. Please see the complete list of texts next to Frau Schaal’s office door!

Englische Sprache und Literatur und ihre Didaktik

Bitte beachten Sie, dass alle Veranstaltungstypen in jedem Winter- und Sommersemester in etwa gleicher zeitlicher Anordnung angeboten werden. Sie sollten daher eine ausgeglichene Lehrbelastung (ca. 10 SWS pro Fach pro Semester) im Winter- und Sommersemester anstreben.

Professor Dr. Andreas Marschollek

71310	Reflected Practice of Teaching English – Introduction	Mon 4 (EK) Wed 3 (Ü)	HSZ 403 HSZ 401
-------	--	---------------------------------	----------------------------

EK + Ü	4 KP (requirements to be announced in class) 2 KP (requirements to be announced in class)
--------	--

This course is offered to B.Ed. students in their third semester (as the first part of the module "Reflected Practice of Teaching English") and to all *Lehramt* students. It provides an insight into the variable factors and processes involved in teaching English as a foreign language. Participants are encouraged to reflect on how these can be controlled by the teacher in order to facilitate the development of intercultural communicative competence. Opportunity is provided to integrate theoretical perspectives with practical learning and teaching experience.

This course requires previous registration. For details, please check the homepage of *Englische Sprache und Literatur und ihre Didaktik*.

Recommended reading

Müller-Hartmann, A. & Schocker-v. Ditfurth, M. (2004). *Introduction to English Language Teaching*. Stuttgart: Klett.

Sabine Reiter, wiss. Mitarbeiterin
Dr. Carmen Weiss

**71320 Reflected Practice of Teaching
English - Schulpraktische
Übungen**

**Grundschule/Mittelschule/Gymnasium/
Berufsbildende Schule school days* schools***
**(4x Reiter:
Grundschule/Mittelschule/Gymnasium)
(4x Weiss: Gymnasium,
Berufsbildende Schule)**

SPÜ 3 KP (requirements to be announced in class)

This course is offered to B.Ed. students in their fourth semester (as the second part of the module "Reflected Practice of Teaching English") and to *Lehramt* students who have passed the Intermediate Exam.

In a weekly teaching practice at school students will observe, prepare, teach and analyse their own classes in small groups to develop their proficiency in teaching.

This course is accompanied by a seminar (see subsequent course description) which is mandatory for all *Lehramt* participants in the *Schulpraktische Übung* and which may be attended by B.Ed. participants as the third part of the module "Reflected Practice of Teaching English".

This course requires previous registration. For details, please check the homepage of *Englische Sprache und Literatur und ihre Didaktik*.

*School days and schools will be announced to registered participants via e-mail.

Recommended reading

Harmer, J. (2007). *How to teach English*. Harlow: Pearson.

Harmer, J. (2007). *The practice of English language teaching*. Harlow: Pearson.

Richards, J. C. & Renandya, W. A. (2002). *Methodology in language teaching: An anthology of current practice*. Cambridge: CUP.

Sabine Reiter, wiss. Mitarbeiterin
Dr. Carmen Weiss

71330	Reflected Practice of Teaching English - Seminar		
	Grundschule / Mittelschule / Gymnasium (focus on young learners 8-13) (S. Reiter)	Wed (2)	ZS1, 304a
	Gymnasium (focus on secondary level I/II) (S. Reiter)	Wed (3)	ZS1, 304a
	Gymnasium / Berufsbildende Schule (C. Weiss)	Mon (3)	ZS1, 325

S (B.Ed.) 3 KP (requirements to be announced in class)

SiH (LA) 3 KP (requirements to be announced in class)

This seminar is offered to B.Ed. students in their fourth/fifth semester (as the third part of the module "Reflected Practice of Teaching English"). It is mandatory for all *Lehramt* participants in the *Schulpraktische Übung* (see previous course description). The course provides a platform for presenting and discussing the practical experiences in the *Schulpraktische Übung* with reference to selected aspects of foreign language teaching. Thus it supports participants both in dealing with issues coming up in daily classroom situations and in deepening their theoretical understanding of learning and teaching processes.

This course requires previous registration. For details, please check the homepage of *Englische Sprache und Literatur und ihre Didaktik*.

Professor Dr. Andreas Marschollek

Master Ed.	Electronic literacy and language teaching	Wed (4)	SE 1, 201 <i>(Computerpo</i>
HS	7 KP (requirements to be announced in class)		"
SiH	3 KP (requirements to be announced in class)		
	1 KP (requirements to be announced in class)		

Taking advantage of digital media in the foreign language classroom promises to make the learning environment more flexible, more attractive and more effective. The seminar investigates not only the new perspectives but also the limitations resulting from the use of digital media in foreign language classes. Starting out from theoretical considerations, practical approaches to incorporate digital media into foreign language teaching are explored. Participants are asked to apply the results both to the planning and to the evaluation of teaching sequences.

Professor Dr. Andreas Marschollek

Master Ed.	Learning English in cross-curricular projects	Mon (5)	HSZ 201
-------------------	--	----------------	----------------

HS	7 KP (requirements to be announced in class)
SiH	3 KP (requirements to be announced in class)
	1 KP (requirements to be announced in class)

This seminar aims at increasing the competence to plan foreign language projects – particularly with regard to the potential of cross-curricular tasks. This includes critical awareness of the new dimensions added to the learning environment. Participants are given the opportunity to devise exemplary projects.

Dr. Carmen Weiss

**Master Ed. Content and Language
Integrated Learning Tue (3) Ger 09**

HS 7 KP (requirements to be announced in class)
SiH 3 KP (requirements to be announced in class)
 1 KP (requirements to be announced in class)

This course gives an introduction to current approaches and teaching methods that combine language and content.

Current research on relevant issues as well as related projects at schools in Germany will be discussed. Students will develop their teaching proficiency by designing elements of a content-based curriculum in selected fields, such as geography, history and science. Additionally, short teaching sequences to be prepared by the students will be involved.

Sprachlernseminare

Please note: there may be some changes and additions to the language programme: please check the English department website and the online registration information for more details.

Sandra Erdmann, M.A.

David Hintz, M.A.

1410	Year 1: B.A.-SLK, B.Ed.	Tue (4)	ZS1, 418 (SE)
70730	Pronunciation and Intonation (SE =	Tue (5)	ZS1, 418 (SE)
70740	British English; DH = American	Wed (3)	GER, 09 (SE)
	English)	Wed (3)	ZS1, 501 (DH)
		Fr (2)	ZS1, 418 (DH)

Sprachlernseminar 3 KP

Requirements: (1) Written Exam - 50% (2) Speaking Test - 50%

Students must choose between British and American English but the course content is very similar. In the Pronunciation and Intonation course we aim to identify the students' problem areas, tune in students' ears to pronunciation style and speech rhythm (stress patterns, weak forms, linking), provide practical information on articulatory phonetics and (some) phonology of English, practise interpreting and writing passages in phonetic script, identify characteristic segmental and suprasegmental features in given (oral and/or written) passages, establish islands of perfection (speaking complex passages in near-perfect form) as stepping-stones to progress and improvement. The skills and knowledge gained here will be developed in the year two Listening and Speaking course.

The course will have spoken and written assignments, and will involve 2 tests:

- (1) a written exam on phonetic transcription and phonology
- (2) a speaking test at the end of the semester.

The course materials will be sold in class – these consist of a course book with 2 CDs (*The Englang Pronunciation Course*) which can be bought in class for €17 (N.B. shop price = €25) and photocopies for €1. Please bring therefore €18 to the first class.

Prerequisites: The Entry Test must have been passed.

David Hintz, M.A.
Keith Hollingsworth, M.A., PGCE
Eva Stahlheber, M.A.

1420	Year 1: B.A.-SLK, B.Ed.	Mo (2)	ZS1, 418 (KH)
70710	Grammar	Mo (3)	SE1, 201 (ES)
		Wed (2)	ZS1, 501 (DH)
		Thur (3)	BEY, 149 (ES)

Sprachlernseminar 3 KP
Requirements: Final Exam

This course deals with basic and advanced grammar concepts and targets the particular problems Germans commonly have with English grammar. This course builds on the knowledge of grammar gained at school, but whereas “Abitur” classes often concentrate on communicative skills, this university course will focus on accuracy. Although students have encountered and practised most aspects of English grammar in school, many do not control them well.

Using a contrastive approach, this class will address the English verb system, the peculiarities of nouns & their determiners, part-of-speech analysis, parsing, gerunds vs. infinitives, collocations, phrasal verbs, types of subordinate clauses, modal verbs, word order (inversion among other things), and adjective vs. adverb problems. Exercises will include: gap-filling, transformations, error correction, and translation. Since the philosophy of the class is partly based on a contrastive approach, translation from German into English will play an important role. Reference books will be recommended in class.

Ms Stahlheber’s classes can download materials from her course on the Moodle internet platform (e-sprachen.tu-dresden.de/moodle) and print them out. Some handouts may be distributed in class, for which a charge of € 00.50 will be collected at the beginning of the semester.

Mr Hintz’ and Mr Hollingsworth’s classes will receive the materials in photocopied form in the first meeting. Students should bring € 5,00 to the first meeting for the course materials.

Prerequisites: The Entry Test must have been passed.

David Hintz, M.A.

1430
70720

Year 1: B.A.-SLK, (B.Ed.)

Year 2: B.A.-Education

Vocabulary

Sprachlernseminar 2 KP

Requirements: Final Exam

**Web-
based
course**

This course is aimed at B.A.-SLK students in their first year. B.Ed. students newly matriculated in WS 2009 may take this course in their first or second year if they take the course "Developing Skills Abroad" in their first year.

This course will run with a web-based format, whereby students will not meet at a regular time in weekly seminars but will be organised and given tasks online by the instructor. After you have registered for this course, you will receive by email details of the online platform where the materials can be downloaded.

The aims of this course are to raise awareness of lexical range and lexical variety (geographical, stylistic), to identify recurring lexical problem areas of German speakers of English (as far as practicable also of speakers of English with mother-tongues other than English), to improve personal performance in appropriateness, precision and range of lexical expression, to increase familiarity with deduction techniques, to provide some theoretical information on the structure of (English) vocabulary as far as of practical help, and to inform students about learning materials and techniques.

In the course students are introduced to common problematic lexical areas, extract vocabulary (words, word groups) from texts, establish personal vocabulary lists, practise using dictionaries and thesauri, work out word fields, identify and use word formation processes, practise variations in range and variety of written and oral expression, and experiment with different learning techniques.

The course will involve a variety of assignments, some in small groups, and one main exam at the end of the semester. Course materials will be available on the class website.

Prerequisites: The Entry Test must have been passed.

Keith Hollingsworth, M.A., PGCE

70930	Years 2: B.Ed.	Tue (2)	SE2, 123
70940	Developing Skills	Tue (3)	SE2, 123

Sprachlernseminar 5 KP

Requirements: (1) Written report - 50% (2) Presentation – 50%

This course aims to (1) help students become aware of their own errors and weaknesses and help them to improve, and (2) to highlight the typical errors learners make and discuss ways of explaining and overcoming these errors.

The course builds on Year 1 courses (Grammar, Pronunciation and Intonation, Vocabulary). The work consists of a systematic programme of error analysis based on given sentences and texts, students' own writing and speaking, translation from German into English, and other texts.

Credit points are given for an oral presentation and a report. The topic of the presentation must be connected to a stay in a foreign country (preferably English-speaking). The report involves:

- (1) a portfolio of all classwork, homework, and tests, with a running log of insights into weaknesses, strengths etc, and
- (2) a report on the stay in the foreign country.

Materials can be bought in the first meeting: *The Mistakes Clinic* by G. Parkes (€ 12.50), and photocopied course materials (€3,00) – please bring (€ 15.50) to the first meeting.

Prerequisites: Year 2 B.Ed. students

Keith Hollingsworth, M.A., PGCE

70910	Year 2: B.Ed.	Wed (2)	ZS1, 418
70920	Classroom English	Wed (4)	ZS1, 418

Sprachlernseminar 3 KP

Requirements: (1) Written Exam – 50% (2) Presentation – 50%

This course must be taken all year 2 B.Ed. students before their teaching practice (SPÜ, in semesters 4 or 5). Students of B.Ed. (Grundschule) should take the course of Mrs Erdmann (see course information below for details)

This course will concentrate on learning and practising the language needed for conducting lessons in English. Half of the seminars will focus on the language required for discussing topics like equipment, classroom surroundings, the organisation of class activities, correcting language errors, explaining new words, discipline, games, technical apparatus etc. Homework exercises aim to reinforce and practise the vocabulary and structures presented.

The other half of the seminar will involve a simulation whereby the seminar group acts as a school class and two or three students take over, in turns, the role of teacher and present a teaching unit from the school curriculum, devising their own methods and materials. This is then followed by a discussion of the presentation. The students acting as the teacher are required to work as a team and must also discuss their proposals with the course instructor before giving their presentation.

Prerequisites: Year 2 B.Ed. students

Sandra Erdmann, M.A.

David Hintz, M.A

Ande Milligan, B.A.

2510 Year 2: B.A.-SLK, (B.Ed.)

71110 Year 3: B.Ed.

71120 **Listening and Speaking**

Mo (3) ZS1, 418 (AM)

Tue (2) ZS1, 418 (DH)

Wed (4) ZS1, 304a (SE)

Sprachlernseminar 3 KP

Requirements: (1) Written Exam - 50%

(2) Speaking Exam - 50%

This course is to be taken by Year 2 B.A.-SLK students and Year 3 B.Ed. students. However, B.Ed. students may also take the course in Year 2 if places are available. We strongly recommend that students take this Listening and Speaking course before their period of residence in an English-speaking country.

This course aims firstly to familiarise students with naturally spoken English and a variety of accents, thereby improving listening comprehension skills; secondly we aim to improve students' own general speaking skills by encouraging students to adopt aspects of what they hear from the listening exercises into their own speaking.

Spoken language will be analysed in detail, especially those aspects which hinder comprehension e.g. contractions, linking, etc. The skills and knowledge practised and gained in SLS 1.1 Pronunciation and Intonation will be further developed and refined. Students will also practise the rhetorical skills necessary in giving presentations and short talks. This part of the course should help students give better papers in other seminars. We shall also deal with grammatical problems as they occur. There will be two main tests: (1) a test in listening skills in the form of a written exam, and (2) a speaking test at the end of the semester. A course pack will be sold in the first class (ca. €3).

Prerequisites: The SLS Pronunciation and Intonation course must have been passed.

Eva Stahlheber, M.A.

2520	Year 2 B.A.-SLK, (B.Ed.)	Wed (7)	JAN, 27, H
71130	Year 3 B. Ed.	Web-	
	Reading	based	

course

Sprachlernseminar 2 KP
Requirements: Final Exam

This course is to be taken by Year 2 B.A.-SLK students and Year 3 B.Ed. students. However, Year 2 B.Ed. students may also take the course in their second year if places are available. We recommend students take the Reading course before taking the Writing course.

This course will run with a web-based format, whereby students will not meet at a regular time in weekly seminars but will be organised and given tasks online by the instructor. There is no limit to student numbers. After you have registered for this course, please log on to the following website to start the course:
<http://e-sprachen.tu-dresden.de/moodle>
The Enrolment Key is "Reading Stahlheber".

The aim of this course is to raise familiarity with a wide range of text types, particularly academic texts, and to practice efficient reading techniques. As reading constitutes a major part of the studies, we hope that this course will support students in their academic careers. The course will build on the skills and knowledge gained in the Grammar and the Vocabulary courses. Students will be given both intensive assignments (shorter texts and extracts) as well as an extensive reading assignment (a whole novel). Materials are available on the class website.

Prerequisites: The Grammar and Vocabulary courses must have already been Taken.

Eva Stahlheber, M.A.

2530	Year 2: B.A.-SLK	Mo (5)	SE1, 201
71140	Year 3: B.Ed.	Thur (5)	SE1, 201

Writing

Sprachlernseminar 3 KP
Requirements: Final Exam

This course is to be taken by Year 2 B.A.-SLK students and Year 3 B.Ed. students. However, Year 2 B.Ed. students may also take this course in year 2 if places are available. We recommend students take the Reading course before taking the Writing course.

This course will teach and practise various types of written tasks and texts, but will focus primarily on argumentative writing (i.e. presenting arguments) but also on expository writing (i.e. explaining, describing, and giving information), formal letters, summaries, CVs/resumes, as well as some translation from German into English.

Working in pairs, students are required to give a short presentation on a controversial topic chosen by themselves. This exercise in weighing up and presenting arguments and counter-arguments aims to improve the organisation of ideas in both formal writing and presentations in university and work situations.

Prerequisites: The Grammar and Vocabulary courses must have been taken.

Eva Stahlheber, M.A.

3510	Year 3: B.A.-SLK, GLC 4 <i>Lehramt/Magister</i> Creative Writing	Tue (5)	1. Wo WIL, B122 2. Wo SE1, 201
-------------	---	----------------	---

Sprachlernseminar 3 KP

Requirements: (1) Written Work/Exam – 50%
(2) Assignment/Presentation – 50%

This course is offered to year 3 B.A. students, and as a GLC 4 course to *Lehramt* (non-B.Ed.) students who have passed the *mündliche Prüfung* of the Intermediate Exam. Students may only take 2 courses at this level (year 3/GLC 4).

This is a writing workshop that will concentrate on writing where students will be encouraged to produce and exchange their own work. We will practice a variety of poetic and fictional forms, and by analysing famous samples of each form, we will consider the features that are important in a certain text before going on to create our own works of art! Students wishing to take part will be expected to write something every week. At the end, our products will be published in the latest volume of "Three Sheets to the Wind," the little booklet appearing every semester. Editors include the instructor and one or two of the students. The booklet might also go on the website of the department's homepage.

Prerequisites: *Lehramt/Magister* students must have passed the Intermediate Exam.

Eva Stahlheber, M.A.

3510

Year 3: B.A.-SLK, GLC 4

Tue (3)

SE1, 201

Lehramt/Magister

Computer-Assisted Language Learning

Sprachlernseminar 3 KP

Requirements: (1) Written Work/Exam – 50%

(2) Assignment/Presentation – 50%

This course is offered to year 3 B.A. students, and as a GLC 4 course to *Lehramt* (non-B.Ed.) students who have passed the *mündliche Prüfung* of the Intermediate Exam. Students may only take 2 courses at this level (year 3/GLC 4).

In this course, we will look at and try out different ways of using new technology for language learning purposes. Ranging from CD-ROM-based language learning software to more interactive resources provided through websites and other internet-based communication services, the media presented in this class will help students improve their overall computer and language skills as well as their individual language learning strategies. Students participating in this course are expected to be willing to expend sufficient time on outside-of-class practice and project work. **Class Materials:** memory stick, internet access outside of class, blank CD-R (for final project). **Requirements:** Active in-class participation, weekly CALL logs, weekly glossary entries, a presentation of an English e-learning website, a mini midterm, a final exam, and a group project to be uploaded onto students' TU server space, involving a topic homepage leading to exercise-based audio files, video files, and interactive Hot Potatoes exercises.

Prerequisites: *Lehramt/Magister* students must have passed the Intermediate Exam.

Sandra Erdmann, M.A.

3510 Year 3: B.A.-SLK, GLC 4
Lehramt/Magister

Mo (5)
Mo (6)

HSZ, 105
HSZ, 405

Theatre Workshop

Sprachlernseminar 3 KP

Requirements: (1) Written Exam – 50% (2) Presentation – 50%

This course is offered to Year 3 B.A.-SLK students and as a GLC 4 course to *Lehramt* (non-B.Ed.) students and *Magister* students who have passed the *mündliche Prüfung* of the Intermediate Exam. Note that students may only take 2 courses in total at this level (i.e. B.A. year 3/GLC 4).

In this course (Mo 5. D.S.) we will be practising some basic acting and directing techniques, as well as pronunciation, intonation and voice projection. A presentation in the form of a public performance will be organised for the end of the semester. Students who do not wish to act will be required to be involved in directing and producing these performances. Mo 6. D.S. will be used for intensive, individual practice with the instructor and rehearsing for a public performance.

Prerequisites: *Lehramt/Magister* students must have passed the Intermediate Exam.

Sandra Erdmann, M.A.

3510	Year 2: B.Ed. (Grundschule)	Thu (4)	ZS1, 418
70910	Year 3: B.A.-SLK, GLC 4		
70920	<i>Lehramt/Magister</i>		

Classroom English in the Primary School

Sprachlernseminar 3 KP

Requirements: (1) Written Exam – 50% (2) Presentation – 50%

This course is offered to (old) *Lehramt* students who have passed the *mündliche Prüfung* of the Intermediate Exam) and B.Ed. students planning to teach in primary schools. Please note that this course might not be offered in the SS 2011.

This course will concentrate on learning and practising the language needed for conducting lessons in English. One part of the seminar will focus on the language required for the classroom (equipment, classroom surroundings, the organisation of class activities, discipline, games etc). The other part of the seminar will involve a simulation whereby the seminar group acts as a school class and two or three students take over, in turns, the role of teacher and present a teaching unit from the school curriculum, devising their own methods and materials. This is then followed by a discussion of the presentation. A visit to an English lesson in a primary school is also planned. Materials will be provided in the first meeting.

Prerequisites: (old) *Lehramt* students must have passed the Intermediate Exam.

David Hintz, M.A.

Eva Stahlheber, M.A.

Advanced Level: *Lehramt, Magister,*
Master

GLC 5 Advanced Translation

Wed (3)

Thur (2)

Thur (3)

SE1, 201 (ES)

GER, 50 (DH)

GER, 50 (DH)

Sprachlernseminar 3 KP

Requirements: Classwork, homework and tests

This course is intended to be the main preparation course for the translation part of the Preliminary Exam for *Magister* students and the First State Exam for *Lehramt*. Students, as well as one of the language courses for Master students. Students will be introduced to some theories and techniques of translating and there will be systematic practice of particular structures and lexis which are difficult to translate. Students will be given texts to translate in class and at home. Students should certainly have two or three different grammar books and a good monolingual dictionary. A course pack will be sold in class.

Prerequisites: For *Magister* and *Lehramt* students: at least one GLC 4 class must have been taken.

Sandra Erdmann, M.A.

Advanced Level: *Lehramt, Magister*
GLC 5 Advanced Essay Writing

Thur (2)
Thur (3)

ZS1, 418
ZS1, 418

Sprachlernseminar 3 KP

Requirements: Classwork, homework and tests

This course will develop the work of GLC 3 Basic Writing, provide practice in writing discussion essays and will be directly linked to the demands of both the State and MA exams. The course will examine what makes a good essay and practise the planning, structuring, style and checking of essays. A key aspect will be the practice of new lexis and idiom typical of formal writing style: texts which provide both excellent models of English writing and provocative topics for debate will be studied with the aim of transferring the writing skills and language encountered into active usage. Students will be required to write 3 test essays. More essay writing practice is offered in courses on Preparation for Exams under the options in the Advanced Level. Materials will be sold in class – please bring €4, 00 to the first meeting.

Prerequisites: At least one GLC 4 class must have been taken.

Sandra Erdmann, M.A.

Lehramt, Magister

Tue (6)

ZS1, 418

B.A., B.Ed

**Project Writing and Nashville
Excursion**

Sprachlernseminar 3 KP

Requirements: Classwork, homework and tests

This course involves an introduction to project writing as well as the preparation and writing of a project during a 10-day visit to Belmont University in February/March 2011. Financial help from the university is anticipated (last visit in 2009: each participant received € 400). Only students who participate in the visit to Nashville may attend the course and receive one of the following credits for the course:

- *Lehramt, Magister*: a GLC 4, or an Elective
- B.A.: a year 3 option

B.Ed. students who are doing in WS 2010 or have already done “Developing Skills” could use this visit as the basis of their report and presentation (N.B. it does not replace the “Developing Skills” course!)

The course and visit are limited to 15 participants.

Prerequisites:

Keith Hollingsworth, M.A., PGCE

Advanced Level Elective: *Lehramt,
Magister*

Wed (6)

ZS1, 418

JABS Magazine

Sprachlernseminar 3 KP

Requirements: regular involvement, publishing or organising

In WS 2011 this course is offered as an Elective to *Magister* and *Lehramt* students in their Advanced Studies.

The English department has had a student-based English magazine, called *JABS - Journal of American and British Studies* (or a quick injection!) since 1993. This course is organised partly as a seminar and partly as a workshop where students will work closely together and independently as a group. In the seminar parts we shall analyse various aspects of print and online magazines. In pairs and groups students will produce articles and other sections typical of magazines such as cartoons, problem pages etc. Students interested in using and learning to use online publishing software are particularly welcome. The students who participate will enjoy considerable freedom and creativity and bear responsibility for the end-product.

Prerequisites: Matriculated for *Magister* and *Lehramt* (non-B.A.-Education)
Interest in writing, journalism and/or lay-out.

David Hintz, M.A.

Advanced Level Elective: *Lehramt*,
Magister

Tue (3)

ZS1, 418

Preparation for Exams

Sprachlernseminar 3 KP

Requirements: Classwork, homework and tests

In order to take this course, students must have the "Scheine" for GLC 5 Translation and GLC 5 Essay (for *Lehramt Mittelschule* only the "Schein" for GLC 5 Translation is required; for *Diplomhandelslehrer* only the "Schein" for GLC 5 Advanced Essay Writing is required). Please bring these certificates to the first class to prove your eligibility. You may take this course in same semester as taking the *Magister* Preliminary Language Exam, but the course is aimed at students preparing for the next round of exams. Note that the language exams are offered twice per year:

Lehramt - 1. Staatsprüfung: February/March and September

Magister - Sprachpraktische Vorprüfung: May and November

The course provides regular practice, tips and training for the state and *Magister* exams as well as regular feedback about individual weaknesses and standards. Much of the work in class will be translations and essays under test conditions.

Prerequisites: You must have completed both GLC 5 courses (Advanced Translation and Advanced Essay Writing). *Mittelschule* students need only have done Advanced Translation, *Diplomhandelslehrer* only GLC 5 Advanced Essay Writing.

David Hintz, M.A.
Eva Stahlheber, M.A.

701710	Master	Wed (3)	SE1, 201 (ES)
701730	Translation: German into English	Thur (2)	GER, 50 (DH)
		Thur (3)	GER, 50 (DH)

Sprachlernseminar 3 KP

Requirements: (1) Written Exam – 50% (2) Presentation – 50%

Master students will take this course with *Lehramt* and *Magister* students. This course is intended to be the main preparation course for the translation part of the Preliminary Exam for *Magister* students and the First State Exam for *Lehramt*. Students, as well as one of the language courses for Master students. Students will be introduced to some theories and techniques of translating and there will be systematic practice of particular structures and lexis which are difficult to translate. Students will be given texts to translate in class and at home. Students should certainly have two or three different grammar books and a good monolingual dictionary. A course pack will be sold in class.

Prerequisites: Students must have been accepted for the Master programme in English and American Studies.

Sandra Erdmann, M.A.

Theatre Practice
Remedial Skills Development

ZS 1, 419

Übung

These sessions are intended to support students who are rehearsing for a performance of a play in English, as well as students with problems in areas such as pronunciation, intonation, giving presentations and grammar. Please contact the instructor directly in order to organise meetings and a programme.

David Hintz, M.A.

Remedial Skills Development

ZS 1, 431

Übung

These sessions are intended to support students with problems in areas such as pronunciation, intonation, giving presentations, and grammar. Please contact Eva Stahlheber directly in order to organise meetings and a programme.

Eva Stahlheber, M.A.

Remedial Skills Development

ZS 1, 429

Übung

These sessions are intended to support students with problems in areas such as pronunciation, intonation, giving presentations, and grammar. Please contact Eva Stahlheber directly in order to organise meetings and a programme.