

SEMESTERMITTEILUNGEN

SOMMERSEMESTER 2010

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.

Professor Dr. Ursula Schaefer

1110	Introduction to Diachronic Linguistics (+ Tutorial)	Thu (5)	HSZ 403
70110			
2110		Thu (6)	
2410			
73110			
73310			

EK To earn 4 CP the students have to attend lecture + tutorial and the final exam (to take place in the one but last meeting, July 15, 2010).

V+ KI To earn 3 CP regular attendance and the passing of the final exam are required (2nd year B.A. /B.Ed. students only!).

The class may be chosen by first year B.A./B.Ed. students as part of the module "Basics of Linguistics / Medieval Studies" and by second year B.A. / B.Ed. students (for the "Survey" or the "Complementary Studies" module). The latter is, of course, only possible for those students who have not chosen the "Introduction to Diachronic Linguistics" in their first year.

The main objective of this class is to give an overview of historical developments of the English language and simultaneously introduce to the basic tools for (historical) linguistic analysis. We will cover the fields of phonology, morphology, syntax and semantics from the point of view of their systematic historical developments that have led to Present Day Standard British English (and General American).

By Feb. 15, 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 of this class.

ACCOMPANYING TUTORIALS:

Thur (6) (starting April 22, 2010):

T 1: ZS 1, 304b

T 2: ZS 1, 312

T 3: ZS 1, 418

Dr. Beatrix Weber

**1120
70120**

Chapters from English Grammar

Wed (6)

GER 50

Ü

2 KP (active participation, take-home exam)

English is sometimes claimed to be a language with no grammar. This is obviously not the case. Although there isn't much inflexion left – which is fortunate for the foreign learner, who doesn't 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.

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

Prerequisites: an interest in linguistics

Jacqueline Hoffmann, M.A.

**1120
70120**

English Words

Mon (4)

ZS 1, 304a

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.

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

Prerequisites: an interest in linguistics

Dr. Göran Wolf

1120 Medieval England
70120

Mon (3)

SCH A 185

Ü 2 KP ("Lektürebezogene Hausaufgabe" in two parts)

This course is one of the surprises of studying English. When you decided to take up English as one of your B.A. or B.Ed. subjects you certainly did not expect Medieval Studies.

'Medieval England' 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 the end of the course you will have a rough survey knowledge of medieval English history from 450 to 1500 A.D., have become acquainted with some landmarks of medieval cultural development in England and a selection of representative poetic texts of the period. This should make you fit to pursue Medieval English Studies if you so choose.

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.

Prerequisites:

Recommended reading will be provided in a *Semesterapparat*.

Professor Dr. Ursula Schaefer

2110 **Middle English Literature and** **Wed (2)** **GER 37**
2410 **Culture**
3110
3410

73110
73310

201110

V + KI To earn 3 CP the students have to pass the final written exam (to take place in the last meeting, July 21, 2010).
V + AK To earn 5 CP regular attendance of both the lecture and the 'Arbeitskreis' is required.
V To earn 1 CP regular attendance is required.

The date 1066 AD may be taken as the metonymic label for the cultural and political cesura caused by the Norman invasion of England. Hence, for over 200 years English largely disappeared as a written language in general and as the language of written poetry in particular.

The class will be devoted to gaining a critical insight into the immediate as well as long-term cultural and – in particular – literary consequences of 1066 and the reemerging of English as of ca. 1200. The aim of the class is not so much to illustrate that English after all 'replaced' French but rather to show that, for one thing, English poetry very much profited from its French models. Moreover we will discuss how in the 14c English poetry gained a standing that could compete with that of continent vernacular poetry.

By Feb. 15, 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 of this class.

This lecture series is accompanied by an "**Arbeitskreis**" for MA students:

Tue (7) ZS 1, 325.

Ulrike Kohn

**Tutorial for Master Students: Essential Graduate
Research and Composition Skills**

Wed (6) ZS 1, 312

This tutorial is designed to train graduate students in academic research and writing skills. Students will learn how to approach various aspects of academic research, including the setting of feasible research questions, organising academic topics and applying efficient and productive methods. The culmination will be the final presentation of a completed term paper. Among other things, we will look at referencing and (in-text) citation, the avoidance of plagiarism, and relevant research material, for example the use of SLUB resources such as EBSCOhost or JSTOR or the creation of successful bibliographies. The tutorial aims to support students in their Master studies and to cater for any needs or queries that arise.

We will meet every other week beginning April 21st ; no registration is needed.

Please contact me for more information:
Ulrike.kohn@mailbox.tu-dresden.de

Dr. Beatrix Weber

2120 **Text Typologies**
2420

Thu (4)

GER 54

73120

73130

73320

73330

PS to earn 6 CP: active participation, in-class presentation, research paper
 to earn 3 CP: active participation, in-class presentation

In linguistics, texts are classified in a variety of ways. Terms such as 'text type', 'genre', 'style', 'register' and so on are widely used but with different implications and for different phenomena. We will try to sort out this terminological maze by taking a closer look at the categorizations of individual authors, which means that this part of the course will be rather theoretical in orientation. On a more practical level, we will also deal with individual genres and the linguistic features associated with them in the English language.

The class may be chosen by second year B.A. and B.Ed. students and by students of all *Lehrämter*.

Prerequisites:

Students must have passed the 'Introduction to Linguistics' (either synchronic or diachronic)

Dr. Göran Wolf

2120 **Introduction to Early Modern English** **Fr (2)** **ZS 1, 325**
2420

73120
73130
73320
73330

PS 6 KP (in-class presentation & seminar paper; details will be given in first session)
 3 KP (topical bulletin board & exam; details will be given in first session)

English historical linguists traditionally describe the era 1500-1700 as the period of Early Modern English. It is a period surrounded by crucial external events: arrival of printing in England in 1475, founding of the modern British state in 1707, first records of English written in North America. It is a period in which contemporaries acknowledged that it is *a great advantage to waxe vniforme*. Trying to link linguistic features to extralinguistic matter, we will explore different aspects of English as it developed in the period from 1500 to 1700. We will also venture to go beyond 1700 and trace selected developments up to the present day.

By the end of the class participants will have gained an overview of the main issues of EModE 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.

The class may be chosen by second year B.A. and B.Ed. students and by students of all *Lehrämter*.

Prerequisites:

Recommended reading tba

Professor Dr. Ursula Schaefer

**3120
3420**

Oral and Written English

Tue (6)

HSZ 105

**73510
73520**

**201120
201130
201410
202110
202410**

HS

In order to earn 8/7CP the students have to

- give an in-class oral presentation and
- hand in a research paper / essay (ca. 20 pages) after the end of classes (dead-line: Sept. 15, 2010).

SiH / S

In order to earn 3CP the students have to pass a take-home text after the end of classes (dead-line: August 15, 2010).

S (Master)

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

Distinguishing between oral and written language as well as studying the differences between speech and writing is a relatively recent linguistic (sub-)discipline. In class we will combine the historical study of this (sub-)discipline with the main objectives that have been raised when turning to the differences between speech and writing. In the first half of the class we will discuss the development of the (sub-)discipline and the different approaches that have (or have not) been applied in this development. In the second part we will first deal with the question of 'speech vs. writing' from an historical perspective for Old, Middle and Early Modern English and finally turn to the achievements of the *Longman's Grammar of Spoken and Written English* (1999) by D. Biber et al.

By Feb. 15, 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 of this class.

Das Seminar bereitet auf die *synchrone* Klausur Sprachwissenschaft zum Staatsexamenstermin Winter 2010 vor.

Professor Dr. Ursula Schaefer

**3120
3420**

Historical Contact Linguistics

Thu (2)

HSZ E 01

**73510
73520**

**201120
201130
201410
202110
202410**

HS	In order <u>to earn 8/7CP</u> the students have to <ul style="list-style-type: none">• prepare one class on the basis of the relevant literature to be discussed in class• hand in a research paper / essay (ca. 20 pages) after the end of classes (dead-line: Sept. 15, 2010).
SiH / S	In order <u>to earn 3CP</u> the students have to pass a take-home text after the end of classes (dead-line: Aug. 15, 2010).
S (Master)	5/8 CP (requirements to be announced in class)

In 1953 Uriel Weinreich published a small book with the title *Languages in Contact*. This publication may be regarded as the 'founding manifesto' of a linguistic subdiscipline which, however, only reluctantly gained ground in the following decades. It thus took over half a century – and the speaker of a 'New English' – unmistakably to state that, in view of its history, the English language "has *always* existed amidst a multilingual ethos in which language contact has been ever present" (Mesthrie 2006).

After an introductory look into the scope of Contact Linguistics we will discuss the contact scenarios for medieval English with specific emphasis on the methodological approaches that have been used in scrutinizing these scenarios. This section will be closed by critically asking why contact between 'written languages' has been considerably 'underresearched'. In the closing section of this class we will first deal with the specific field of English-based pidgins and creoles and subsequently distinguish these from the 'New Englishes' as a product of linguistic contact.

By Feb. 15, 2010 the roster of the class and a preliminary bibliography will be provided on the "Anglistische Sprachwissenschaft" homepage.

By the beginning of the class a Moodle page will be accessible for the participants of this class.

Das Seminar bereitet auf die *diachrone* Klausur Sprachwissenschaft zum Staatsexamenstermin Winter 2010 vor.

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.

Wieland Schwanebeck, M.A.

1210 Introduction to Literary Studies Mon (2) WIL C 107
70310

EK + 4 KP (specific requirements to be announced in class)
mandatory
tutorial

This lecture provides a comprehensive introduction to the methods of literary analysis, literary history, and literary criticism. It will introduce students to the basic elements of understanding narrative fiction, poetry, drama, and other literary genres. Special attention will be paid to questions such as: What is literature? What are the main literary genres? How do literary conventions work? How do we interpret literary texts? How do different methods of textual analysis work and why do we need them? What are story, plot, point of view, setting and theme? What do we understand by focalisation, mimesis and diegesis and how do these categories interact to create meaning? In addition, we will put emphasis on the diverse methods of interpretation.

Accompanying Tutorials:

Introduction to Literary Studies is accompanied by a mandatory tutorial (1 h per week).

Please buy:

□ Vera and Ansgar Nünning (eds.). *An Introduction to the Study of English and American Literature*. Stuttgart: Klett, 2004.

□ Ansgar Nünning (ed.). *Metzler Lexikon Literatur- und Kulturtheorie*. Stuttgart: Metzler, 2008.

□ David Lodge. *Changing Places*. London: Penguin, 1975.

Further materials will be provided at the beginning of the term.

Hristina Patcheva, M.A.

1220 Jane Austen and Intermediality: Tue (4) ZS 1, 312
70320 *Sense and Sensibility and Pride and Prejudice as*
Novels and Films

2220
2420

73120
73130

Ü 2 KP (regular and active participation and a short presentation)
PS 6 KP (requirements: regular and active participation, presentation and a term paper)
3 KP (regular and active participation, presentation and written assignment)

Jane Austen's novels have been popular ever since their publication. Today, there even exists a plethora of film versions of her novels. This course will examine *Pride and Prejudice* and *Sense and Sensibility*. We will analyse Austen's characteristic style and techniques and thus gain a thorough appreciation of her writing. We will consider the texts in formal terms and combine this with a critical analysis by employing tools from several theoretical approaches. As we investigate the novelistic form we will relate it as well as the themes it deals with to their cultural and historical contexts. This will allow us to gain a greater understanding of themes and sub-texts in the novels. As we will also focus on the film adaptations of these novels, an introduction to the theory of film and media studies will be part of this seminar.

The course can be taken by both students who have already participated in the Introductory Course and those who have not yet attended it.

Prerequisites

Please buy the following editions of the novels by Jane Austen:
Sense and Sensibility. London: Penguin Classics, 2003. ISBN 9780141439662
Pride and Prejudice. London: Penguin Classics, 2003. ISBN 9780141439518

Please read *Sense and Sensibility* before the beginning of the course.

Bettina Schötz M.A.

1220 **Ahead of His Time: Oscar Wilde's** **Mon (5)** **BZW B 101**
70320 **Literary Work**

2220
2420

73120
73130

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

Oscar Wilde's famous aphorism "I have nothing to declare but my genius" is an excellent example of both his inimitable eloquence and his biting wit. Owing to these two qualities of his style of writing, among other things, the Irish writer's work continues to entertain contemporary audiences and to give rise to literary and screen adaptations in the UK and throughout the world. This course pursues three objectives:

Firstly, it aims at a thorough understanding of Wilde's *œuvre* within its literary historical and sociocultural context. Therefore, we will analyse and interpret a selection of his poems, shorter prose such as *The Happy Prince and Other Tales* (1888), his only novel *The Picture of Dorian Gray* (1891), as well as his most successful play *The Importance of Being Earnest* (1895).

Secondly, the course intends to provide you with the theoretical knowledge and practical skills necessary for any academic investigation of a literary text. This course is also directed at students who have not yet attended the introductory lecture to Literary Studies.

Thirdly, this course challenges clear-cut notions of literary periods by arguing that Oscar Wilde is insufficiently classified as a Victorian writer, emphasising his (post-) modernity. Focusing on such a humorous, yet challenging author, critic and wit, the course seeks to spark your interest in English literature.

Please buy

Oscar Wilde: *The Picture of Dorian Gray*. Penguin: London 1994.

-----: *The Importance of Being Earnest*. Penguin: London 1994.

All other primary and secondary literature will be made available via Moodle.

Professor Dr. Ursula Schaefer

2210 **Middle English Literature and** **Wed (2)** **GER 37**
2410 **Culture**
3210
3410

73110

201210

V + KI To earn 3 CP the students have to pass the final written exam (to take place in the last meeting, July 21, 2010).
V + AK To earn 5 CP regular attendance of both the lecture and the 'Arbeitskreis' is required.
V To earn 1 CP regular attendance is required.

The date 1066 AD may be taken as the metonymic label for the cultural and political cesura caused by the Norman invasion of England. Hence, for over 200 years English largely disappeared as a written language in general and as the language of written poetry in particular.

The class will be devoted to gaining a critical insight into the immediate as well as long-term cultural and – in particular – literary consequences of 1066 and the reemerging of English as of ca. 1200. The aim of the class is not so much to illustrate that English after all 'replaced' French but rather to show that, for one thing, English poetry very much profited from its French models. Moreover we will discuss how in the 14c English poetry gained a standing that could compete with that of continent vernacular poetry.

By Feb. 15, 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 of this class.

This lecture series is accompanied by an "**Arbeitskreis**" for MA students:
Tue (7) ZS 1, 325.

Ulrike Kohn

**Tutorial for Master Students: Essential Graduate
Research and Composition Skills**

Wed (6) ZS 1, 312

This tutorial is designed to train graduate students in academic research and writing skills. Students will learn how to approach various aspects of academic research, including the setting of feasible research questions, organising academic topics and applying efficient and productive methods. The culmination will be the final presentation of a completed term paper. Among other things, we will look at referencing and (in-text) citation, the avoidance of plagiarism, and relevant research material, for example the use of SLUB resources such as EBSCOhost or JSTOR or the creation of successful bibliographies. The tutorial aims to support students in their Master studies and to cater for any needs or queries that arise.

We will meet every other week beginning April 21st ; no registration is needed.

Please contact me for more information:
Ulrike.kohn@mailbox.tu-dresden.de

Dr. Sigrun Meinig

3220 Modernism Across Arts and Media Tue (5) HSZ 101
3420

73710
73720

201220
201230
201510
202210
202510

HS	7 KP (active participation, group work, Hausarbeit)
SiH / S	3 KP (active participation, group work, synopsis or presentation)
	1 KP (active participation, group work)
S (Master)	5/8 CP (requirements to be announced in class)

In literature, as in the other arts, the period of modernism in the early twentieth century brings experiments. New forms of representation, for example narrative stream of consciousness techniques, are brought together with new concerns in terms of subject matter, such as the sense of alienation that mass culture involves. In this seminar, we are concerned with how this literary experimentation and innovation interacts with, is generated by and influences similar experimentation in other art and media forms such as painting, film, photography or music. We will consider literary texts that incorporate or refer to other art or media forms, among others by Virginia Woolf, James Joyce, T.S. Eliot, Jean Rhys. We will also look at literary texts from the perspective of selected film, photographic and visual arts material, for example by Vanessa Bell, Man Ray, or the Cubist painters. With this perspective, we will both develop an understanding of the concept of intermediality and of the specific structure of modernism and its context with its urban centres such as London or Paris and its various movements and artistic groupings.

Readings

- Please purchase: Virginia Woolf. *To the Lighthouse*. Oxford: OUP, 2008 [1927]. ISBN 0199536619.
- A reader with selected literary and visual material will be available online at the beginning of April. To access it, please contact me by email.

Prerequisites

You are expected to read *To the Lighthouse* during the break. We will begin our work with this novel.

Dr. Sigrun Meinig

3220 **Adventures of Empire or:**
3420 **Jungle Books**

Wed (4)

GER 54

73710

73720

201220

201230

201510

202210

202510

HS	7 KP (active participation, group work, Hausarbeit)
SiH / S	3 KP (active participation, group work, synopsis or presentation)
	1 KP (active participation, group work)
S (Master)	5/8 CP (requirements to be announced in class)

In the nineteenth century the economic and political realities of the height of the Empire found their way into British literature in specific forms that we will analyse in this seminar. In key texts such as Jane Austen's *Mansfield Park*, Charlotte Brontë's *Jane Eyre*, or Charles Dickens's *Great Expectations*, the Empire is textually on the margin, like the Australian convict in *Great Expectations*, but provides the basis of the plot, just as the convict provides the money for the great expectations of the novel's protagonist. After introducing these representational and discursive strategies in selected excerpts from the British nineteenth-century literary canon, we will examine English texts that put the Empire at the centre of their attention, if as the site of adventure and risk. We will thus explore the role of the genre of adventure fiction for the British colonial imagination by reading the bestselling *King Solomon's Mines* and *The Jungle Books* and by contrasting them with the inquiries into imperialism of *Kim* and, seminally, *Heart of Darkness*.

NB: This course prepares students for the "Schriftliches Staatsexamen: Klausur Englische Literaturwissenschaft" in the summer/fall 2010.

Readings

Please purchase:

- Rider Haggard. *King Solomon's Mines*. Harmondsworth: Penguin, 2008 [1885]. ISBN 0141439521.
- Rudyard Kipling. *The Jungle Books*. Oxford: OUP, 2008 [1894]. ISBN 0199536457.
- Rudyard Kipling. *Kim*. Harmondsworth: Penguin, 2000 [1901]. ISBN 0141183632.
- Joseph Conrad. *Heart of Darkness*. Harmondsworth: Penguin, 1989 [1902]. ISBN 0140180907.
- A reader with selected excerpts will be available online at the beginning of semester.

Prerequisites

You are expected to read *King Solomon's Mines* during the break.

PD Dr. Angelika Köhler

3220 Henry James: Texts and Contexts
3420

Mon (5)

ZS 1, 418

73710

73720

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)

In 1885 the comic magazine *Life* referred to Henry James (1843-1916) as "an international novelist of accidental American birth. He wrote *The Europeans* from observation, but he evoked *The American* from his inner consciousness." (*Life* [15 January 1885] 32). Being disqualified from acting as a creditable critic of any culture at his time, Henry James's significant role in the process of shaping modern literature has been finally acknowledged. However, specifying his position in American culture has caused severe debates among British and American scholars on the question of how to put the author "in his place." "Using Henry James" was an active enterprise on both sides of the Atlantic (see Banta 1995). British satirists repeatedly targeted at the attempts of a New Yorker like James to be accepted in his adopted place of residence; the American *Life* focused its belittlement of James on his lack of masculinity. Already a decade before Theodore Roosevelt, the magazine began to celebrate Americanness in the figure of the man of business and criticized the "'literary man'" as lacking "'vigor, spine and aggressive manliness'" (*Life* [6 October 1887] 188).

Challenging the traditional binary pattern of English versus American, James's short stories and novels open up new spaces from the relativity of national feeling at the moment of international intermingling. Reading and discussing selected texts by this writer we want to investigate the transcultural potential of James's literary work. He negotiates the international theme beyond the level of binary patterns and explores transatlantic experience in a way that defies classification in terms of nationality and gender thus inspiring a cultural exchange for the benefit of both.

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!

Im Sommersemester 2010 ist Herr Prof. Dr. Horlacher im Forschungssemester und bietet daher keine Lehrveranstaltungen an. Für Prüfungen in allen Studiengängen steht er jedoch in vollem Umfang zur Verfügung. Bitte beachten Sie die Änderung der Sprechstundenzeiten.

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.

Prof. Dr. Thomas Kühn

1310 70510	Introduction to British Cultural Studies	Thu (2)	HSZ E 03
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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 assignments 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.

Robert Troschitz, M.A.

1320 **What Is Cultural Studies Anyway? -** **Tue (2)** **BEY / 149 /U**
70520 **Basic Readings in British Cultural**
 Studies

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

In 1983, Richard Johnson, former director of the Birmingham Centre for Contemporary Cultural Studies, asked the infamous question “What is Cultural Studies Anyway?” As he found out, it was by no means easy to answer this question, and even today it is not an easy task to give a satisfying answer. In this course, we will, therefore, discuss some of the most important texts which have shaped the discipline of cultural studies.

In the first part of the course, the focus will be on the term 'culture' itself with extended discussions of two of the most eminent thinkers in twentieth century British cultural and literary criticism: F.R. Leavis and Raymond Williams.

The second half of the course will be devoted to the analysis of basic concepts such as 'culture as signifying practice', 'cultural materialism' and 'cultural representations' before we cast a glance at questions of Hegemony, Identity and Ideology.

The course is, as the title suggests, based on detailed readings of short texts. However, short presentations will accompany the readings.

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

Please register on the list on the CulturalStudies pin board.

Prof. Dr. Thomas Kühn

2310 **20th Century British Cultural History –** **Fr (2)** **HSZ 401**
2410 **the first half**
3210
3410

73310

201310

V + Klausur 3 KP (written test)
V (Teilnahme) 1 KP (regular attendance)

The decline of an old world order, two total wars and a world economic crisis are a rather gloomy frame of reference for British cultural history of the first half of the twentieth century. The rise of trade unions as mass movements, the first Labour governments as their political expression and success, a polarisation of the political right and left and the irrevocable progress of female emancipation would be significant developments in the social and political field. The first half of the century also saw deep philosophic scepticism and radicalism as well as incredible scientific progress. Artistically, modernist literature, music and art became the hallmark of high-culture for an educated elite that increasingly seemed to separate from a popular and middle-brow culture for the masses represented by mass-media such as the popular press, cinema and radio.

These and some other fields will be introduced as signifying practices in exemplary representations. The period will also be presented as the forerunner and preparatory ground of our own time in which, although other terms have assumed pride of place, basic questions that turned up during the first half of the 20th century for the first time are still relevant.

This lecture series is accompanied by an "**Arbeitskreis**" for MA students:
Wed (7) ZS 1, 418.

Ulrike Kohn

**Tutorial for Master Students: Essential Graduate
Research and Composition Skills**

Wed (6) ZS 1, 312

This tutorial is designed to train graduate students in academic research and writing skills. Students will learn how to approach various aspects of academic research, including the setting of feasible research questions, organising academic topics and applying efficient and productive methods. The culmination will be the final presentation of a completed term paper. Among other things, we will look at referencing and (in-text) citation, the avoidance of plagiarism, and relevant research material, for example the use of SLUB resources such as EBSCOhost or JSTOR or the creation of successful bibliographies. The tutorial aims to support students in their Master studies and to cater for any needs or queries that arise.

We will meet every other week beginning April 21st ; no registration is needed.

Please contact me for more information:
Ulrike.kohn@mailbox.tu-dresden.de

Christian Schlemper, M.A.

2320 **"Oh – all these turbulent times" –** **Mon (6)** **ZS 1, 304a**
2420 **Britain 1901 -1945**

73320

73330

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

3 KP (regular & active participation, oral presentation)

1 KP (regular & active participation)

The first decades of the twentieth century were turbulent times for Britain. The country experienced the relative decline of the Edwardian era, great sacrifices in the courses of the First and Second World War and turbulent interwar years. Britain saw the rise of movements for women's rights and pacifism, the first Labour government, an abdication crisis, the roaring twenties and the depressive thirties. Caught between the desire to return to the good old times and cries for social change, the country tumbled through the first half of the twentieth century.

The seminar takes a closer look at the history of Britain from 1901 till 1945. We will analyse speeches and articles and study selected biographies. In the context of the historiography we will focus on the British economy, her political and social development and look how Britain's fate influenced the public mood and is reflected in the popular culture of these decades.

Selected texts will be provided by the beginning of the semester.

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

Prof. Dr. Thomas Kühn

3220 **Britishness / Englishness and**
3420 **National Identity**

Wed (3)

HSZ 204

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)

Starting with Jeremy Paxman's *The English: A Portrait of a People* (1998) numerous books – both fictional and expository – and a number of films have been published dealing with Englishness/Britishness. Together, they indicate both a new interest and deep-seated insecurity about what “Englishness” could be *vis á vis* “Britishness” or other national identities in the British Isles. This development can have many sources, among them political and social, which we will inquire in this course.

The seminar will start with a historic and theoretical survey of concepts of national identity, followed by the introduction of a range of contemporary approaches as they are presented in more recent publications, including Julian Barnes' novel *England, England* (2005).

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 (in front of Frau Triska's office). E-mail registration will not be taken into account.

Prof. Dr. Thomas Kühn

3220 The Great War
3420

Thu (5)

HSZ 204

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)

World War I is called the Great War in Britain to this very day. The term indicates a radical new departure into something not experienced so far, something that is perceived quite differently e.g. in Germany.

If this war is memorized as the "the war to end all wars", its cultural impact has left deep traces both in its own time and in the British cultural memory. After a survey of the factual chronology and theatres of war, the seminar will follow some of the traces in a number of fields:

- the impact of war-technology on the cultural psyche,
- changes of the social setup and the relationship of the sexes,
- the concepts of total war,
- the relationship between the home-front and the trenches,
- mass media and the war,
- the topic of futility in poetry, fiction and (not so) fine arts;
- rituals of memory in the years after the war up to the present.

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 (in front of Frau Triska's office). E-mail registration will not be taken into account.

This course prepares students for the "Schriftliches Staatsexamen: Klausur Kulturstudien Großbritanniens" in fall 2010.

Prof. Dr. Thomas Kühn with Prof. Dr. Horlacher

202710 Oberseminar

Tue (6)

ZS 1, 304a

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 *English/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.

Paul Lange, M.A.

1310 Introduction to American Cultural Thu (3) HSZ 201
70510 Studies

(Modul Basics of English and American Studies)

EK 4 KP (requirements to be announced in class)

This course will introduce students to the key themes and methodologies of American studies. It will discuss fundamental ideas and institutions, historical developments, and current issues in North American culture.

Required textbook: David Mauk and John Oakland, *American Civilization. An Introduction*. (available at TU Bookstore).

Please note: This course is accompanied by a tutorial of 2 SWS every 2 weeks, in which study skills, especially the writing of an academic paper, will be practised. **The tutorial is an obligatory part of the Introduction.** Time and place will be announced.

Alexandra Schein, M.A.

1320 **Basic Readings in North American** **Tue (3)** **HSZ 101**
70520 **Cultural Studies**

2320 *(Modul Basics of English and American*
2420 *Studies)*

73320
73330

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

Jörn Seiffert

2320	Survey of American Culture	Mon (3)	SCH A 252
2420			
73320	<i>(Modul Survey of English and American</i>		
73330	<i>Studies)</i>		

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

This survey course aims to deepen students' knowledge and competence in North American Studies by focusing on basic themes and issues that have defined American history and culture, for example, the role of nature and technology, tourism, regional and urban culture, photography, food and consumption, etc.

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

Andrea Schubert, M.A.

2320 **Cross-Rhythms: Jazz, Race and**
2420 **Identity**

Block-
seminar

ZS 1, 304a

73320
73330

3320
3420

73910
73920

PS 6 KP (active participation, written assignment or presentation,
 essay)
 3 KP (active participation, written assignment or presentation)
S 3 KP (active participation, written assignment or presentation)
 1 KP (active participation)

“But jazz to me is one of the inherent expressions of Negro life in America: the eternal tom-tom beating in the Negro soul [...]” (Langston Hughes, “The Negro Artist and the Racial Mountain” 58). Since its emergence around the beginning of the twentieth century jazz and its precursor blues have opened new dimensions not only to music but also to writing as well as to larger racial, social, cultural and historical discourses.

In this seminar we will first look at the origins, features, developments and definitions of jazz and blues, while developing an understanding of the broad and narrow meanings and implications of this music as well as of its larger influence and impact on various fields of art, especially literature, and on American culture and society. We will then read a variety of exemplary poems, short stories and novels written by African American authors and discuss why and in which ways, manners and degrees these writers employ jazz and blues in their works.

Accompany authors such as Langston Hughes, Claude McKay, Sterling A. Brown, Ralph Ellison, James Baldwin, Alice Walker, Toni Morrison and Paule Marshall on their journeys into the spheres of jazz and blues and on the African American quest for self-realization, freedom and identity within the social, cultural and political contexts of the United States!

Note: This course is designed as a Blockseminar. The first double-session will take place on Friday, May 7th (4)+(5), the other sessions will take place from Monday, July 26th to Friday, July 30th (2)+(3). Students may contact me via e-mail for further information: Andrea.Schubert@tu-dresden.de

Please register on the list of participants and see the complete list of required texts next to Frau Schaal's office door!

Recommended introductory reading:

Peretti, Burton W. *The Creation of Jazz*. Chicago: University of Illinois Press, 1992.
Townsend, Peter. *Jazz in American Culture*. Jackson: University of Mississippi Press, 2000.

PD Dr. Angelika Köhler

3320 Writing and Re-Writing American Wed (3) ZS 1, 418
3420 Autobiography

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)

Autobiographical writing plays a significant role in American cultural history. As the term already suggests, its central issues revolve around questions associated with "self," "life," and "writing;" thus autobiographies represent specific processes of mediation, thematically between the self and the world, technically between the author and the chosen medium of self-representation. Due to the genre's rich potential for revisionist techniques and its capacity to explore the complex interdependencies between historical contexts and changes in the individual's cultural self understanding, autobiography needs to be reconceptualized as a most flexible "figure of reading or of understanding" (De Man 1984) capable of the discursive management of the inconsistencies and instabilities of life in the past and present.

In this course we want to read and analyze selected examples of autobiographical or, as contemporary postmodern and postcolonial discourses prefer to argue, *life* writing from three centuries that illustrate the power and flexibility of this classical genre to suggest most diverse and frequently even ambivalent attempts at defining and redefining the American self in order to develop a deeper understanding for the processes of writing and re-writing autobiography in American culture.

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!

This course prepares students for the "Schriftliches Staatsexamen: Klausur Amerikanische Literaturwissenschaft" in fall 2010.

N. N.

3320 **Food, Identity, and Textuality in** **Tue (5)** **HSZ 403**
3420 **North American Literature and Film**

73910

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)

From Mary Rowlandson's ostentatious refusal to eat the food offered by her Indian captors to the unnamed protagonist's emphatic "I yam what I am!" in Ralph Ellison's *Invisible Man*, American authors have used food to unfold their stories. Their texts feature food – a wide variety of fare as well as scenes of its preparation, consumption, or refusal – as potent and multifaceted signifiers. In this seminar, we will explore some dimensions of this cultural tradition. We will pay particular attention to the ways in which food narratives and imagery have helped American fictions to negotiate issues of national identity, ethnic belonging, gender roles, and psychological as well as corporeal selfhood. We will discuss how food unfolds its signifying potential in a variety of cultural forms, such as poetry, the novel, autobiography, and film.

Im Sommersemester 2010 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.

Amerikanische 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.

Wieland Schwanebeck, M.A.

1210 Introduction to Literary Studies Mon (2) WIL C 107
70310

EK + 4 KP (specific requirements to be announced in class)
mandatory
tutorial

This lecture provides a comprehensive introduction to the methods of literary analysis, literary history, and literary criticism. It will introduce students to the basic elements of understanding narrative fiction, poetry, drama, and other literary genres. Special attention will be paid to questions such as: What is literature? What are the main literary genres? How do literary conventions work? How do we interpret literary texts? How do different methods of textual analysis work and why do we need them? What are story, plot, point of view, setting and theme? What do we understand by focalisation, mimesis and diegesis and how do these categories interact to create meaning? In addition, we will put emphasis on the diverse methods of interpretation.

Accompanying Tutorials:

Introduction to Literary Studies is accompanied by a mandatory Tutorial (1 h per week).

Please buy:

□□ Vera and Ansgar Nünning (eds.). *An Introduction to the Study of English and American Literature*. Stuttgart: Klett, 2004.

□□ Ansgar Nünning (ed.) *Metzler Lexikon Literatur- und Kulturtheorie*. Stuttgart: Metzler, 42008.

□□ David Lodge. *Changing Places*. London: Penguin, 1975.

Further materials will be provided at the beginning of the term.

PD Dr. Angelika Köhler

1220 From Modernism to Postmodernism: Thu (4) SE 2, 123
70320 20th Century American Short Stories

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)

Throughout the 20th century, the American short story increasingly developed into a genre of experimentation with forms of literary mediation thus reshaping the most powerful traditions of short story writing. Male and female authors used the formal qualities of brevity and ambiguity for exploring modern and postmodern techniques as well as for negotiating their positions with regard to changing concepts of cultural, ethnic and gender awareness in the United States. They reinforced the role of the 20th century short story as the perfect medium for discussing increasingly complex, multidimensional and hybrid American experiences by constructing and reconstructing challenging narrative forms to cope with the phenomena of a highly fragmented cultural environment.

Reading and analyzing selected 20th century American short stories, students will become aware of the formal and thematic complexities of these texts and gain a deeper understanding of the crucial role this genre plays in American literature.

A *Reader* will be available at the beginning of the semester.

N. N.

2210
2410
3310
3410

Survey of American Literature I

Thu (2)

HSZ 403

73110

201220

V+K

3 KP (requirements to be announced in class)

V

1 KP (requirements to be announced in class)

This lecture will provide a survey of American literature from its colonial beginnings to the Civil War. It will discuss important themes, modes, and genres that characterize American literature through the middle of the 19th century, and the literary periods into which it has been organized. In the course of this survey, we will explore the – partly very different, partly continuous – ways in which texts across these periods define 'Americanness,' in which they approach human nature and social differences, and the ideas about the role and operations of literature that they reflect.

This lecture series is accompanied by an "**Arbeitskreis**" for MA-students:

Thu (6) ZS 1, 325.

Ulrike Kohn

**Tutorial for Master Students: Essential Graduate
Research and Composition Skills**

Wed (6) ZS 1, 312

This tutorial is designed to train graduate students in academic research and writing skills. Students will learn how to approach various aspects of academic research, including the setting of feasible research questions, organising academic topics and applying efficient and productive methods. The culmination will be the final presentation of a completed term paper. Among other things, we will look at referencing and (in-text) citation, the avoidance of plagiarism, and relevant research material, for example the use of SLUB resources such as EBSCOhost or JSTOR or the creation of successful bibliographies. The tutorial aims to support students in their Master studies and to cater for any needs or queries that arise.

We will meet every other week beginning April 21st ; no registration is needed.

Please contact me for more information:
Ulrike.kohn@mailbox.tu-dresden.de

N. N.

2220
2420

The Utopian Imagination

Wed (3)

BEY 117

73120
73130

PS

6 KP (requirements to be announced in class)

3 KP (requirements to be announced in class)

The utopian imagination is deeply ingrained in American literature – from its myriad figurations of the 'New World' as utopian paradise (or dystopian nightmare), over the rise of the American utopian novel, to the flourishing of the utopian imagination in the genre of science fiction. This seminar will probe into this tradition. We will explore the various literary forms the utopian imagination has taken in North America, and the ideas it has helped negotiate – ideas about human nature and social organization, for example, about progress and technology.

Andrea Schubert, M.A.

2220 **Cross-Rhythms: Jazz, Race and**
2420 **Identity**

Block-
seminar

ZS, 304a

73120

73130

3320

3420

73910

73920

PS 6 KP (active participation, written assignment or presentation,
essay)

S 3 KP (active participation, written assignment or presentation)

 3 KP (active participation, written assignment or presentation)

 1 KP (active participation)

“But jazz to me is one of the inherent expressions of Negro life in America: the eternal tom-tom beating in the Negro soul [...]” (Langston Hughes, “The Negro Artist and the Racial Mountain” 58). Since its emergence around the beginning of the twentieth century jazz and its precursor blues have opened new dimensions not only to music but also to writing as well as to larger racial, social, cultural and historical discourses.

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Accompany authors such as Langston Hughes, Claude McKay, Sterling A. Brown, Ralph Ellison, James Baldwin, Alice Walker, Toni Morrison and Paule Marshall on their journeys into the spheres of jazz and blues and on the African American quest for self-realization, freedom and identity within the social, cultural and political contexts of the United States!

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Please register on the list of participants and see the complete list of required texts next to Frau Schaal's office door!

Recommended introductory reading:

Peretti, Burton W. *The Creation of Jazz*. Chicago: University of Illinois Press, 1992.
Townsend, Peter. *Jazz in American Culture*. Jackson: University of Mississippi Press, 2000.

PD Dr. Angelika Köhler

3320 “Red Matters”: **Mon (4)** **ZS 1, 418**
3420 20th Century Native American Voices

73910
73920

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)

As Arnold Krupat points out in his 2002 essay collection, “[r]ed matters” not just because of the dramatic increase in the number of texts published by writers of Native American descent and of critical studies on issues of Native American culture since the late 1960s, but due to the fact that literature written by American Indians has been in existence since the early 19th century thus forming a substantial though highly diverse body of texts that has significantly shaped the discourse of American culture and literature.

In this seminar we will read and discuss a variety of poetry and fiction written by Native American authors throughout the 20th century who create challenging poetic voices and engage experimental as well as subversive strategies thus using and altering the language of the colonizer by simultaneously unsettling traditional power relationships and affirming alternative discourses. Our aim is to gain a deeper and more complex awareness and understanding of the distinguishing qualities of literature written by American Indians.

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 Henry James: Texts and Contexts
3420

Mon (5)

ZS 1, 418

73910
73920

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)

In 1885 the comic magazine *Life* referred to Henry James (1843-1916) as "an international novelist of accidental American birth. He wrote *The Europeans* from observation, but he evoked *The American* from his inner consciousness." (*Life* [15 January 1885] 32). Being disqualified from acting as a creditable critic of any culture at his time, Henry James's significant role in the process of shaping modern literature has been finally acknowledged. However, specifying his position in American culture has caused severe debates among British and American scholars on the question of how to put the author "in his place." "Using Henry James" was an active enterprise on both sides of the Atlantic (see Banta 1995). British satirists repeatedly targeted at the attempts of a New Yorker like James to be accepted in his adopted place of residence; the American *Life* focused its belittlement of James on his lack of masculinity. Already a decade before Theodore Roosevelt, the magazine began to celebrate Americanness in the figure of the man of business and criticized the "'literary man'" as lacking "'vigor, spine and aggressive manliness'" (*Life* [6 October 1887] 188).

Challenging the traditional binary pattern of English versus American, James's short stories and novels open up new spaces from the relativity of national feeling at the moment of international intermingling. Reading and discussing selected texts by this writer we want to investigate the transcultural potential of James's literary work. He negotiates the international theme beyond the level of binary patterns and explores transatlantic experience in a way that defies classification in terms of nationality and gender thus inspiring a cultural exchange for the benefit of both.

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 Writing and Re-Writing American Wed (3) ZS 1, 418
3420 Autobiography

73910
73920

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)

Autobiographical writing plays a significant role in American cultural history. As the term already suggests, its central issues revolve around questions associated with "self," "life," and "writing;" thus autobiographies represent specific processes of mediation, thematically between the self and the world, technically between the author and the chosen medium of self-representation. Due to the genre's rich potential for revisionist techniques and its capacity to explore the complex interdependencies between historical contexts and changes in the individual's cultural self understanding, autobiography needs to be reconceptualized as a most flexible "figure of reading or of understanding" (De Man 1984) capable of the discursive management of the inconsistencies and instabilities of life in the past and present.

In this course we want to read and analyze selected examples of autobiographical or, as contemporary postmodern and postcolonial discourses prefer to argue, *life* writing from three centuries that illustrate the power and flexibility of this classical genre to suggest most diverse and frequently even ambivalent attempts at defining and redefining the American self in order to develop a deeper understanding for the processes of writing and re-writing autobiography in American culture.

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!

This course prepares students for the "Schriftliches Staatsexamen: Klausur Amerikanische Literaturwissenschaft" in fall 2010.

N. N.

3320 American Realisms
3420

Tue (3)

HSZ 204

73910
73920

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 engage the canon of American realism, its classic formulation as well as recent expansions and re-definitions. The period of realism marks a most exciting moment in the history of American literature, when, at the end of the 19th century, new developments in the arts and sciences along with profound changes in U.S. society left distinct imprints on the interests and techniques of literary writing. How has this literature of American realism been classically defined? What impact have new critical approaches had on the study of canonical realist literature? What previously unacknowledged literary voices have been added to the canon of American realism in recent years, and how has their addition changed our understanding of the philosophy and aesthetics of American realism?

N. N.

3320 **Food, Identity, and Textuality in** **Tue (5)** **HSZ 403**
3420 **North American Literature and Film**

73910
73920

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)

From Mary Rowlandson's ostentatious refusal to eat the food offered by her Indian captors to the unnamed protagonist's emphatic "I yam what I am!" in Ralph Ellison's *Invisible Man*, American authors have used food to unfold their stories. Their texts feature food – a wide variety of fare as well as scenes of its preparation, consumption, or refusal – as potent and multifaceted signifiers. In this seminar, we will explore some dimensions of this cultural tradition. We will pay particular attention to the ways in which food narratives and imagery have helped American fictions to negotiate issues of national identity, ethnic belonging, gender roles, and psychological as well as corporeal selfhood. We will discuss how food unfolds its signifying potential in a variety of cultural forms, such as poetry, the novel, autobiography, and film.

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.

Prof. Dr. Andreas Marschollek

71310	Reflected Practice of Teaching English – Introduction	Mon 4 (EK) Wed 3 (Ü)	HSZ 403 HSZ 403
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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 from their second 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 Übung

Grundschule/Mittelschule/Gymnasium/Berufsbildende
Schule

(4 S. Reiter, 4 C. Weiss)

school days* **schools***

SPÜ 3 KP (requirements to be announced in class)

This course is offered to B.Ed. students (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 / Sekundarstufe I	Wed 2	ZS 1, 304a
	(focus on young learners: years 3-6) (S. Reiter)		
	Gymnasium / Mittelschule	Wed 3	ZS 1, 304a
	(focus on secondary level I/II) (S. Reiter)		
	Gymnasium (C. Weiss)	Mon 3	ZS 1, 418
	Gymnasium / Berufsbildende Schule (C. Weiss)	Tue 2	ZS 1, 304b

S (B.Ed.) 3 KP (requirements to be announced in class)
SiH (LA) 1 KP (requirements to be announced in class)

This seminar is offered to B.Ed. students (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*.

Prof. Dr. Andreas Marschollek

Wed (4)

HSZ 405

Teaching Foreign Languages to Young Learners

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 explores teaching foreign languages in classes 3 to 5 both from a theoretical and a practical perspective. Participants are expected to develop a deepened understanding of the young foreign language learners with their specific needs and potentials as well as of the goals targeted by teaching foreign languages to that age group. We will discuss the implications for teaching methodology, reflect critically on current issues such as the transition from primary to secondary level and apply the results to classroom practice.

Recommended reading

Cameron, Lynne (2004). *Teaching Languages to Young Learners*. Cambridge: CUP.

Prof. Dr. Andreas Marschollek

Mon (5)

HSZ 301

Language Teaching with Literary Texts

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 explores ways of dealing with literary texts in the foreign language classroom. We will analyze the respective theoretical background and transfer it to English classes by planning an exemplary teaching unit based on Ray Bradbury's *Fahrenheit 451*.

Participants are expected to have obtained and read the novel by the beginning of the semester. There will be a test on its contents during the first meeting.

Recommended reading

Bradbury, Ray (1953). *Fahrenheit 451*. Ditzingen: Reclam.

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, B.A.
David Hintz, M.A.

1410	Year 1: B.A.-SLK, B.Ed.	Tue (4)	SE 2, 123 (SE)
70730	Pronunciation and Intonation (SE =	Tue (5)	SE 2, 123 (SE)
70740	British English; DH = American	Fr (2)	ZS 1, 418 (DH)
	English)		

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.
Eva Stahlheber, M.A.

1420	Year 1: B.A.-SLK, B.Ed.	Mon (5)	SE 1, 201 (ES)
70710	Grammar	Tue (2)	ZS 1, 418 (DH)
		Wed (3)	SE 1, 201 (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' class 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.

Keith Hollingsworth, M.A., PGCE

70930	Years 1 and 2: B.Ed.	Tue (2)	SE 2, 123
70940	Developing Skills Abroad	Tue (3)	SE 2, 123

Sprachlernseminar 5 KP

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

This course is offered to Year 1 and Year 2 B.A.-Education students. Please note that although this course belongs in the Year 2 module, we recommend students take this in Year 1 as they will then have more time to apply for studies, placements and work abroad. The Vocabulary, designated as a course in the module of Year 1 can be taken in Year 2 by B.-Ed. students if they wish. B.Ed. students should take this course before a period of residence in an English-speaking country.

This class aims to make the link between studies in Dresden and the obligatory period of residence in an English-speaking country. Students will learn and practise a range of skills which will help them to make the most out of this period of residence abroad. In particular, the class aims to:

- discuss language acquisition and strategies for improvement
- raise language awareness through error analysis and active listening
- practise ethnographic writing to enhance cultural awareness and linguistic activity.
- provide a wide variety of information and tips on studies and work in English-speaking countries through presentations by advanced students.
- provide guidance in job and study applications as well as checking individual CVs and covering letters of application.

After their residence abroad, students will hand in a written report about their stay and present an account of their stay to a Developing Skills Abroad class in a following semester. In this way, valuable information and insider tips are passed on from advanced students to beginning students.

For the practice of error analysis we shall be using *The Mistakes Clinic* by G. Parkes (this will be sold in class at € 12.50), and materials especially written by the instructor for this course can be printed from the Moodle platform (key to be
Prerequisites: Years 1 and 2 B.Ed. students

David Hintz, M.A.

1430
70720

Year 1: B.A.-SLK, (B.Ed.)
Year 2: B.A.-Education
Vocabulary

**Web-
based
course**

Sprachlernseminar 2 KP

Requirements: Final Exam

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, please log on to the following website to start the course:

<http://e-sprachen.tu-dresden.de/moodle> The Enrolment Key is "VocabSS10".

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 Prerequisites: The Entry Test must have been passed.

Keith Hollingsworth, M.A., PGCE

70910	Year 2: B.Ed.	Wed (2)	ZS 1, 418
70920	Classroom English	Wed (4)	ZS 1, 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), and is therefore best taken in semester 3 if possible.

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

David Hintz, M.A
Andrew Milligan, M.A.

2510	Year 2: B.A.-SLK, (B.Ed.)	Mon	ZS 1,
71110	Year 3: B.Ed.	(3)	304b(NM)
71120	Listening and Speaking	Mon (4)	ZS 1,
		Thu (2)	304b(NM)
		Thu (3)	ZS 1, 304b(DH)
			ZS 1, 304b(DH)

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
71130

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

Year 3 B. Ed.

Reading

Wed (7)
Web-
based
course

SE 1, 201

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.

Sandra Erdmann, B.A.
Keith Hollingsworth, M.A., PGCE
Eva Stahlheber, M.A.

2530	Year 2: B.A.-SLK	Mon (2)	ZS 1, 418 (KH)
71140	Year 3: B.Ed.	Tue (5)	SE 1, 201 (ES)
	Writing	Wed (3)	ZS 1, 304b (SE)
		Wed (4)	ZS 1, 304b (SE)
		Thu (3)	ZS 1, 304a (ES)

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 persuasive 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

Mon (3)

SE 1, 201

3520 *Lehramt/Magister*

Academic Writing

Sprachlernseminar 3 KP

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

(/2) Assignment Presentation – 50%

This course is offered to year 3 B.A.-SLK students, and as GLC 4 courses 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).

The goals of this course are (1) to support students' writing process of academic papers for the seminars and pro seminars in our department, (2) to assist their application process for scholarships, internships, au pair positions, or teaching assistantships abroad, and (3) to give them an opportunity for a 10-minute presentation/talk intended to present their work-in-progress and to invite suggestions and questions from class. Regarding (1), support for students' writing process includes guidance at all stages: finding a topic, planning, researching, drafting an outline for the paper, writing individual chapters, proofreading, editing for logic of thought, revising the language (appropriate style, spelling), and rewriting (until the quality of language is at least satisfactory at the university level). Attention will also be drawn to the difference between written and spoken style and between formal and informal style (with these two pairs not necessarily being congruous). Furthermore, the rhetorical device of "hedging" (among other rhetorical devices) will be explained, identified in texts, and practiced.

Regarding (2), assistance for the application process will monitor the drawing-up of application "packages", which consist of (a) a cover letter, (b) a statement of purpose & goals (SPG), and (3) a résumé (or CV, depending on the requirements of the position). The cover letter will have to be concise and to the point while freshness, range & authenticity of ideas is a high priority in the so-called statement of purpose & goals (sometimes also termed "motivation letter"). An effective résumé, on the other hand, is marked by good decisions in formatting: clear, sensible and striking layout, borders & margins, bold-facing, intuitive ordering of sections, and appropriate brevity (1 page is the usual length here).

Regarding (3), your talk must be based on a succinct outline, which you should present via data projector ("Beamer"), or OHP if need be. The 10-minute limit will be watched very strictly, so do not count on the leniency of the class or the instructor. Assignments include: a pre- or post-paper abstract, an annotated bibliography, a scholarly definition, the above-mentioned presentation of your work-in-progress, two one-on-one conferences with the instructor, and a final exam.

Materials should be downloaded from the Moodle internet platform (e-sprachen.tu-dresden.de/moodle) and printed out. Some handouts may be distributed in class, for which a charge of € 00.50 will be collected at the beginning of the semester.

The aim of this course is to support the writing process of academic papers for the seminars offered in SS 2010 and is aimed at students partaking in Year 3 seminars (B.A.), and *Hauptseminare (Lehramt)*.

Emphasis will be put on writing as a process of production, editing, revision and rewriting until the quality of language is at least satisfactory at the university level. Students should be prepared to compose several writing assignments throughout the semester.

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

Eva Stahlheber, M.A.

3510	Year 3: B.A.-SLK, GLC 4	Tue (3)	SE 1, 201
3520	<i>Lehramt/Magister</i>		

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 GLC 4 courses 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, B.A.

3510 Year 3: B.A.-SLK, GLC 4
3520 *Lehramt/Magister*
Theatre Workshop

Mon **HSZ 304 Z**
(5+6)

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 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.

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

Sandra Erdmann, B.A.

3510 Year 3: B.A.-SLK, GLC 4
3520 *Lehramt/Magister*
Classroom English

Thu (4)

ZS 1, 418

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).

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.

Materials are provided on the Moodle platform. Students who have a place in this course should download and print the materials under "Classroom English" before the first meeting – the key is: HOI I CI FNGSS10.

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

David Hintz, M.A.

Advanced Level: *Lehramt, Magister*
GLC 5 Advanced Translation

Wed (2)
Wed (3)

GER 54
GER 50

Sprachlernseminar 3 KP

Requirements: Classwork, homework and tests

This course is offered to *Magister* and *Lehramt* (non-B.Ed.) students who have taken at least one GLC 4 class.

This course is intended to be the main preparation course for the translation part of the M.A. and First State Exam. 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: At least one GLC 4 class must have been taken.

Sandra Erdmann, B.A.

Advanced Level: Lehramt, Magister

GLC 5 Advanced Essay Writing

Thur (2)

Thur (3)

ZS 1, 418

ZS 1, 418

Sprachlernseminar 3 KP

Requirements: Classwork, homework and tests

This course is offered to *Magister* and *Lehramt* (non-B.Ed.) students who have taken at least one GLC 4 class.

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.

Keith Hollingsworth, M.A., PGCE

Advanced Level Elective: *Lehramt*,
Magister

Wed (6)

ZS 1, 418

JABS Magazine

Sprachlernseminar 3 KP

Requirements: regular involvement, publishing or organising

In SS 2010 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)

ZS 1, 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.

Eva Stahlheber, M.A.

201710 Master **Thu (5)** **SE 1, 201**
701730 **Academic Writing for**
201720 **Literature**
201740

Sprachlernseminar 3 KP

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

This course is offered to Master students of English. In this course we will be using David Lodge's novel *Nice Work* as the basis for discussing the author's use of language.

Please note that this is not a literature course but a language course whose main aim is to provide language practice and support to literary studies. As this very amusing work by Lodge combines aspects of literature, linguistics and cultural studies, it should appeal to all students of English and American studies. We will also take a look at the background to the university situation in Great Britain as described by Lodge. Students will prepare a variety of vocabulary exercises to present to the group, as well as doing some text translation and writing assignments.

Students should acquire *Nice Work* (paperback € 9,50) and read the whole novel as preparation for the first meeting.

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

Sandra Erdmann, B.A.

Theatre Practice **ZS 1, 419**
Remedial Skills Development

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.