

# **SEMESTERMITTEILUNGEN**

**SOMMERSEMESTER 2009**

**Zuletzt geändert am 03.03.2009**

# Englische Sprachwissenschaft und Mediävistik

*Prof. Dr. Ursula Schaefer*

1110	Introduction to Diachronic Linguistics	Thu (5)	GER 38
70110	(+ Tutorials)	Thu (6)	
2110			
2410			
3110			
3410			
73110			
73310			

EK + T	4 KP (regular attendance of the lecture and the tutorials; final written exam)
V + KI	3 KP (regular attendance of the lecture; final written exam)
V	1 KP (regular attendance)

In its basic design the class is part of the module "Basics of Linguistics/Medieval Studies" for first year B.A. and B.Ed. students (as an alternative to "Introduction to Synchronic Linguistics"). However, as there is no other "Vorlesung" in English linguistics in the summer semester, the class may also be chosen as "Vorlesung + Klausur" in the second or third B.A./B.Ed. year (3CP).

You will be given an overview of historical developments of the English language. 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. Simultaneously you will be introduced to the basic tools of linguistic analysis and description that are valid both for the synchronic and the diachronic approach.

By the end of the class the students will have acquired the linguistics tools to analyze speech phenomena at a basic level. Moreover they have become familiar with the major developments in the history of English. They are thus provided with the competence to apply basic analytic procedures to historical as well as modern texts and to attend further classes in historical linguistics and/or medieval studies.

- To earn 4 CP students are required to *attend both the lecture and the accompanying tutorial* regularly, take the tests given in the tutorial and pass the final written exam.
- To earn 3 CP students are required to attend the lecture regularly and to pass the final written exam.
- To earn 1 CP regular attendance is required.

## **ACCOMPANYING TUTORIALS:**

Thu (6) (starting April 16, 2009):

N.N. ZS 1, 228	N.N. ZS 1, 325	N.N. ZS 1, 501
N.N. ZS 1, 312	N.N. ZS 1, 418	

**Christina Spirow, M.A.**

**1120 English Words**  
**70120**

**Mon (4)**  
**Wed (5)**

**ZS 1, 418**  
**ZS 1, 418**

Ü 2 KP (requirements to be announced in class)

This is a course for beginners in their first B.A./B.Ed. year: 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) and their structure (morphology). By asking whether it is really easier for German people to learn English than vice versa, we will also learn about language families. Finally, we will discuss the impact of English as a world language.

Previous linguistic knowledge is not assumed.

Prerequisites: an interest in linguistics

**Prof. Dr. Ursula Schaefer**

**2110 Old English Literature and Culture Wed (2) HSZ 304**

**2410**

**3110**

**3410**

**73110**

**73310**

**201110**

**202410**

V + KI

3 KP (regular attendance of the lecture; final written exam)

V

1 KP (regular attendance)

Anglo-Saxon England was the first Germanic culture in the earlier Middle Ages that produced a substantial body of vernacular poetry. Part of the answer to the question why the English took the lead certainly lies in the fact that by the end of the ninth century the vernacular was – more or less – fully textualized.

The lecture will provide an overview of the vernacular poetry mainly of the 10th and 11th centuries. Like any poetry that of the Old English period is deeply informed by the culture into which it is embedded. As some students may not be all that familiar with the period under consideration the lecture will be structured in such a way that it provides an historical outline of the period as well as the cultural specificities that have created such masterpieces as the *Beowulf* epos and the so-called Old English *Elegies*.

– A thematic roster and a bibliography will be provided by March 15 on the homepage of Anglistische Sprachwissenschaft.

– A selection of Old English texts will be provided on the Moodle page of the class.

• To earn 3 CP the students have to pass the final exam (to take place in the last meeting, July 15).

• To earn 1 CP regular attendance is required.

**Die Vorlesung bereitet auf die *diachrone* Klausur Englisch – Sprachwissenschaft zum Staatsexamenstermin Winter 2009 vor.**

**Dr. Claudia Lange**

**2120      Reading Linguistic Classics**  
**2420**

**Thu (3)**

**GER 49**

**73120**  
**73130**  
**73320**  
**73330**

PS                      6 KP (active participation, 5 written assignments, essay)  
                             3 KP (active participation, 5 written assignments)

The class may be chosen by second year B.A. and B.Ed. students as part of the module "Topics of English Linguistics" or for the complementary module.

This course is designed for students who have completed the module "Basics of Linguistics/Medieval Studies" but still feel quite shaky when having to read and understand actual linguistic articles rather than just pre-digested introductory textbooks. The course includes classic texts from some familiar fields such as structuralism in general, syntax, and semantics, as well as texts from linguistic disciplines not covered by the *Introduction*, such as sociolinguistics and pragmatics. We will tackle one article per session (or take two sessions for a topic if necessary) with the aim of highlighting the main arguments, clarifying the theoretical assumptions made, understanding how technical terminology is used and how the author's ideas fit into the broader picture of the discipline.

The course texts will be made available on our Moodle-website.

Prerequisites:

- successful completion of the module "Basics of Linguistics/Medieval Studies" (either synchronic or diachronic)
- willingness to read and to discuss linguistic articles



**N.N.**

**2120**      **Introduction to Early Modern English**      **Fr (2)**      **ZS 1, 304a**  
**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 completed the module "Basics of Linguistics/Medieval Studies" (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.**

Recommended reading tba

**N.N.**

**2120  
2420**

**Celtic Englishes**

**Mon (3)**

**HSZ 101**

**73120  
73130  
73320  
73330**

PS

6 KP (seminar paper, in-class presentation, more details will be announced in class)

3 KP (topical bulletin board & other assignments to be announced in class)

The following is said on the back of the first of four volumes called *Celtic Englishes*: “What scholars seem to have largely ignored [...] is the English language in England's first colonies: Ireland, Wales, Cornwall, The Isle of Man, and Scotland.” Now, more than a decade later, ignorance has turned into detailed scholarly description. In this course we will discuss contributions on the structural properties of Celtic Englishes and apply the knowledge thus gained to language samples of recent date. The course is intended to provide an overview of how English is used and how English gives identity in all named regions. For a better understanding of these varieties of English we will deal briefly with some of the declining Celtic languages. By the end of the class participants will have gained an overview of the main issues of variety studies in general and Celtic Englishes in particular. They will be able to assess the relevant publications on the general topic of this seminar. Assignments will practise the competence to process given research results for an adequate presentation to and the discussion with their peers. The research paper will practise the ability to present and discuss a given problem in an adequate, principled way. Participants must have completed the module “Basics of Linguistics/Medieval Studies” (synchronic or diachronic). They are expected to be prepared and to work actively.

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

Recommended reading will be provided in a *Semesterapparat*.



**René Kodura, M.A.**

**2120 Australian English**  
**2420**

**Wed (6)**

**BEY 68**

**73120**  
**73130**  
**73320**  
**73330**

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

'Kangaroo', 'boomerang', 'G'day mate!' or 'Good on you!' – are the most popular Australian English words and phrases known overseas, but often the only ones. Most students are familiar with American or British English, the two varieties that feature prominently in the teaching of English as a foreign language. However, English in Australia, very often only seen as a by-product of British English and its similarities to Cockney, has developed into a distinct variety over the last century, being the 'standard' in the South-East Asian-Pacific region. This course is designed for students who want to have a closer look at Australian English and its linguistic characteristics. Topics include language history, pronunciation and intonation, morphology, sociolinguistics, language policy and standardization. At the end of this course, students will be familiar with the typical linguistic features of Australian English and its present significance in Australia as a marker of uniqueness and nationality.

The course texts will be made available on our Moodle-website.

Prerequisites:

- successful completion of the module “Basics of Linguistics/Medieval Studies” (either synchronic or diachronic)
- willingness to read and to discuss linguistic articles

**Lina Mukhopadhyay, Ph.D**

**2120 Applied Linguistics**  
**2420**

**Thu (2)**

**ZS 1, 418**

**3120**  
**3420**

**73120**  
**73130**  
**73320**  
**73330**

**73510**

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

This course is intended to be an introductory course in applied linguistics.

The first part of the course will give a broad overview of the multiple areas of research and study that fall under the domain of applied linguistics such as, role of society, culture, ideology, cognition, and brain in acquiring/learning a second language, namely English, in both naturalistic and classroom contexts. It will attempt to analyze, by looking at empirical evidences, the complex interplay of method of instruction, learning of language skills, assessment, and media and technology in shaping language in the mind of a learner.

In the second half, the course will chart out a historical overview of the position of applied linguistics and its connection to pedagogy from late eighteenth century to the present and look at language teaching materials and ideologies that influenced the teaching of second language, primarily English to speakers of other languages, in countries like US and UK. It will then examine the impact of English language teaching in India both before and after the colonial period. The course will also look at changes in language policy in India, a multi-cultural and multilingual nation, in the present decade and how do such policy changes influence language teaching and learning. Recent language teaching materials used by schools that adopt different ideologies of education in India will be looked at to understand how language learning is shaped by culture, language policies on one hand and individual learner differences, like motivation, memory, styles of learning, inhibition, attitudes towards learning a second language, on the other.

**Prof. Dr. Ursula Schaefer**

**3120 Selected Problems of English Thu (2) ZEU 114**  
**3420 Historical Syntax**  
**73510**

**201130**

**201410**

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

As an introduction to the general topic we will discuss the basic descriptive and analytic tools with which we subsequently approach different problems of historical syntax. The main body of the seminar will be structured in three parts. In the first main section headed "Explaining Language Change in English" we will, among other things, discuss different 'hypotheses' of language contact. Next we will turn to "Clause-Level Syntax" with topics such as word order, negation and cleft constructions. In the final section devoted to "Phrase-Level Syntax" we will look into historical developments such as the loss of impersonal constructions, reflexivity and intensification and the development of the progressive.

- A thematic roster and a bibliography will be provided by March 15 on the homepage of Anglistische Sprachwissenschaft.
- The literature will be provided on the Moodle page of the class.

In order to earn 7 CP the students have to

- give an in-class oral presentation and
- hand in a research paper (ca. 15-20 pages) after the end of classes (dead-line: Sept. 1, 2009).

In order to earn 3 CP the students have to

- pass a take-home test after the end of classes (dead-line: Aug. 15, 2009).

**Prof. Dr. Ursula Schaefer**

**3120 English in North America**  
**3420**  
**73510**

**Tue (6)**

**BEY 114**

**201130**  
**201410**

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

As the title of the seminar indicates, we will cover both the U.S. and Anglophone Canada. The seminar will deal with the history of American English, dialect areas as they can be identified today and ethno-varieties (Hispano English and African American Vernacular English). In the final section we will discuss the question of language policy in the U.S.

- A thematic roster and a bibliography will be provided by March 15 on the homepage of Anglistische Sprachwissenschaft.
- The literature will be provided on the Moodle page of the class.

In order to earn 7 CP the students have to

- give an in-class oral presentation and
- hand in a research paper/essay (ca. 15-20 pages) after the end of classes (dead-line: Sept. 1, 2009).

In order to earn 3 CP the students have to

- pass a take-home text after the end of classes (dead-line: Aug. 15, 2009).

**Das Hauptseminar bereitet auf die *synchrone* Klausur Englisch – Sprachwissenschaft zum Staatsexamenstermin Winter 2009 vor.**

# Englische Literaturwissenschaft

**Prof. Dr. Stefan Horlacher**

**1210 Introduction to Literary Studies Tue (3) WIL A 317**  
**70310**

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

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 is meant by focalisation, mimesis and diegesis and how do these categories interact to create meaning? Last but not least we shall discuss different methods of interpretation, such as hermeneutics, close reading, semiotics, reader response theory, psychoanalytical criticism, deconstruction, and ask in how far they are relevant for understanding literary texts.

## *Accompanying Tutorials:*

Introduction to Literary Studies is accompanied by a mandatory Tutorial (1 h per week). Please choose one of the following tutorials:

**Tue (6), Tue (7), Thu (6), Thu (7) ZS 1, 304b**

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 Books, 1975 (or any other edition).

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

Students who want to take part in this seminar should sign up at Ms Hempel's office (ZS 306).

**Peter Stear M.A.**

**1220      19<sup>th</sup> and 20<sup>th</sup> Century British Short      Wed (6)      HSZ 304**  
**70320      Prose Fiction**

Ü                      2 KP (regular, active participation & one 15-minute presentation)  
                            1 KP (regular, active participation)

Also aimed at students who have not yet completed the Introduction to Literary Studies, this course is intended to give an accessible and representative overview of the development of the short story from the Victorian period to the present. The focus will be on: (i) the most important categories, models and methods in the analysis of narrative texts, (ii) the specificities of and critical commentary on the short story as a literary genre, (iii) stylistic and thematic connections across the periods from the classic realist text of the 19<sup>th</sup> century to more recent experimental modes. Examples will range from outstanding early practitioners of this innovative and exhilarating genre, such as Charles Dickens and Thomas Hardy, to the very best of contemporary British writing, including Martin Amis, Angela Carter and Salman Rushdie. Students can expect to read and prepare one or two short stories per week as well as occasional articles and chapters from the relevant secondary literature.

All primary and secondary literature will be made available online.

**Prof. Dr. Stefan Horlacher**

<b>2210</b>	<b>Taboo and Transgression in British</b>	<b>Wed (3)</b>	<b>GER 37</b>
<b>2410</b>	<b>Literature from the Renaissance to</b>		
<b>3210</b>	<b>the Present</b>		
<b>3410</b>			
<b>73110</b>			
<b>201210</b>			
<b>202510</b>			
V + KI	3 KP (requirements to be announced in class)		
V	1 KP (requirements to be announced in class)		

The lecture on taboo and transgression in British literature from the Renaissance to the present develops a lucid yet sophisticated and innovative overview of the interdisciplinary theoretical approaches to the topic that have emerged in recent years. Alongside exemplary model analyses of key periods and representative primary texts, the approach adopted in this lecture traces the complex dynamic and ongoing negotiation of notions of transgression and taboo as an essential though often neglected facet to understanding the development, production and conception of literature and literariness from the Elizabethan period through to contemporary postmodern debates.

The lecture is subdivided into a first part in which an introduction to theories of taboo and transgression as well as a socio-historical and socio-cultural survey of these phenomena in British culture is presented. In the second part, the link between censorship, literature, transgression and taboo will be discussed with a view to textual excerpts taken from key authors such as Shakespeare, Webster, Swift, Pope, Gay, Sterne, Lewis, Radcliffe, George Eliot, Swinburne, Browning, Tennyson, Meredith, McEwan, Martin Amis and D.M. Thomas.

An extensive bibliography will be provided at the beginning of the term.

The first session will take place in week two.

**Hristina Patčeva M.A.**

**1220      Modernism: Short Fiction by Tue (4)      POT 161**  
**70320      Katherine Mansfield and Virginia**  
**Woolf**

**2220**  
**2420**

**73120**  
**73130**

Ü                    2 KP (attendance and short presentation)  
PS                  6 KP (attendance, written reports, term paper)  
                      3 KP (attendance, written reports)

Katherine Mansfield and Virginia Woolf are important modernist writers of the twentieth century. Their fiction is considered among the best of its kind and a milestone of modern fiction. This course examines a representative selection of their writings and aims to achieve a deeper understanding of these texts through close readings, examinations of themes and voices specific to these authors as well as by considering broader issues such as modernism or the early twentieth century experience. The course also has the task of consolidating the topics and terminology dealt with in the Introductory Course. In this sense, concepts from discourse analysis as well as several literary theoretical approaches will be reviewed, explained, and applied. Consequently, students who are taking the Introductory Course this semester or who have not taken it yet can still attend the course. Active participation is expected in class.

Students are expected to have bought and read the following books before the start of term:

Mansfield, Katherine. *The Garden Party and Other Stories*. (1922). London: Penguin, 1997.

**Woolf, Virginia. *Haunted House and Other Stories*. Vintage Classics, 2003.**

**Prerequisites**

Students are expected to have read the following short stories by K. Mansfield by the beginning of the course: "At the Bay" and "The Garden Party."



**Peter Stear M.A.**

**2220 Charles Dickens as Consummate Wed (4) HSZ 201**  
**2420 Victorian Novelist: The Case of *Bleak***  
**House**  
**73120**  
**73130**

PS 6 KP (regular, active participation, 15-minute presentation & 12-  
page paper)  
3 KP (regular, active participation & 15-minute presentation)  
1 KP (regular, active participation)

The focus of this seminar will be the imagination and ideology of Dickens's fiction, in particular with a view to the mainstream popularity and critical reception from the Victorian era to the present of his great multi-plot novel *Bleak House* (1853). Ambivalently positioned between the middle and late phase of his work, the novel marks a shift from overriding concerns centred on the comic and sentimental to a more panoramic, symbolic form of novel writing. Beginning with the literary and historical context, we will examine Dickens's thematic concerns as an ongoing response to the upheavals of the industrial revolution, his distinctive linguistic exuberance allied to the narrative techniques of literary realism, as well as the way in which the formal experimentation of his mature writing points towards subsequent, post-Victorian developments in the novel. We will also consider the recent, highly acclaimed BBC adaptation of *Bleak House* by Andrew Davies.

Course participants should purchase and begin reading the following edition of the novel (available in the university bookshop) prior to the start of term: Charles Dickens, *Bleak House*, London: Penguin Classics, 2003 (ISBN 9780141439723).

***Fatemeh Hosseini, M.A.***

**2220      Reading literary texts: Understanding      Thu (5)      ZS 1, 304b**  
**2420      Literature**

**73120**

**73130**

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)

“What is literature?” is one of those philosophical questions that have been repeatedly asked and constantly answered in many different ways. Surprisingly, the wide range of definitions provided in answer to this question has hardly affected our way of reading literature: we still read literature for the pleasure and insight it offers. It helps us to enjoy and understand life and our own existence more deeply. But understanding and enjoying life through literature is only possible when one is able to understand and enjoy literature itself.

This course is intended to i) promote students’ literary reading and analysis skills in order to allow them to approach and analyse different literary works independently, and ii) familiarize them with the main literary genres and representative examples of canonized literature from Plato and Shakespeare to Faulkner and Plath. The reading materials of the course will range from excerpts from well-known novels and plays to short stories and poems, and are intended to serve the students as a solid basis for their future literary studies.

The reading texts will be made available online.

**Dr. Sigrun Meinig**

**3220 Pencils of Nature: Literature and Mon (5) M13/DÜLF**  
**3420 Early Photographs**

**73710**

**201230**  
**201510**

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

With the invention of photography in the nineteenth century, the 'writing of light' cast a new perspective on the arts, of course especially on painting, but also on literature. We explore this interrelation by working on the one hand with the early cultural history of photography and by looking at influential early photographs and their representational strategies. We relate them to the central generic and stylistic developments in literature at the time, especially with regard to realism. The seminar also considers examples of literature and photography immediately responding to each other, such as William Henry Fox Talbot's photographic response to Sir Walter Scott's writing in *Sun Pictures in Scotland* (1845). We will also discuss the benefits of intermedial approaches to literature in more general terms.

To guide our work with the early photographs, a guest lecture by photographer and curator Stefanie Grebe will provide an introduction to photographic competency. She will speak about historical reasons for our desire to take photographs as a promise of reality; in this context she will also talk about text-image relations.

Students should be ready to also work with photography and literature in practical terms, i.e. to create photographs and texts, occasionally.

**Prerequisites**

Please read the required reading section in the reader before the start of the semester.

**Readings**

A reader will be available for you to copy in the SLUB from 17 March 2009.

**Dr. Sigrun Meinig**

**3220      Mystery Novels and the Gothic      Tue (4)      HSZ 201**  
**3420      Tradition**

**73710**

**201230**

**201510**

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

This seminar engages with the formation of the still extremely popular genre of the mystery novel in the nineteenth century by exploring the influence of the gothic tradition on the genre. Exploring the link of a mystery and its detection – and of Romanticism and Enlightenment – from the perspective of terror, horror and the supernatural, we concentrate on the dark side of life, cultural taboos of death and sexuality, for example, and on constructions of the ‘other’. We will thus work with the shaping of periods and writing styles in literary history, generic constraints and developments, and theoretical perspectives on othering and cultural exclusion. The seminar also seeks to situate the slice of the genre we engage with in the history of crime fiction to the present.

### Prerequisites

Please read *The Mysteries of Udolpho* before the start of the seminar.

Please purchase:

Ann Radcliffe. *The Mysteries of Udolpho* (1794)

Wilkie Collins. *The Woman in White* (1859/69)

Robert Louis Stevenson. *The Strange Case of Dr Jekyll and Mr Hyde* (1886)

A reader with additional material will be available for you to copy from the beginning of the semester.

**NB: This course prepares students for the "Schriftliches Staatsexamen: Klausur Englische Literaturwissenschaft" in the summer/fall 2009.**

**Prof. Dr. Stefan Horlacher**

**3220      Constructions of Masculinity in  
3420      British Literature**

**Thu (3)**

**GER 37**

**73710**

**201230**

**201510**

HS	7 KP	(requirements to be announced in class)
SiH	3 KP	(requirements to be announced in class)
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 explores the challenges the emerging field of masculinity studies presents for literary studies by engaging with the full spectrum of theoretical approaches and by providing an extensive historical overview of its literary constructions. The critical positioning of male identity and its conceptions is at the heart of the first part of this seminar, which situates masculinity studies within gender studies, assesses central theoretical positions in the field, contextualises masculinities, and, finally, examines the specificities of literary representations and creations of masculinities. The second part of this seminar is linked to the international and interdisciplinary conference *Constructions of Masculinity in British Literature from the Middle Ages to the Present* and comprises literary analyses and readings of key texts and conceptions of masculinity from the Middle Ages via John Donne, Margaret Cavendish and Daniel Defoe to Alan Hollinghurst and Ian McEwan. Topics discussed include "Masculinity and the Law", "Masculinity and Queer Studies", "Robin, Gamelyn and Medieval Masculine Escapism", "Masculinities in Early Modern England", "Images of Masculinity in Texts of Early Modern Women", "Masculinities in Daniel Defoe's Novels", "What is Sentimental Masculinity?", "Concepts of Masculinity in Victorian Crime, Detective and Gothic Fiction", "Masculinities and the Great War", "The Rise of the Angry Young Man", "Gay Men and Romance in Novels by E. M. Forster, Tom Wakefield and Alan Hollinghurst".

A syllabus and a bibliography will be available at the first meeting. Please buy and read for the first session:

Thomas Hardy, *The Mayor of Casterbridge: The Life and Death of a Man of Character*, Penguin Classics, London 1997.

**NB: This course prepares students for the "Schriftliches Staatsexamen: Klausur Englische Literaturwissenschaft" in the summer/fall 2009.**

**Please Note:** This seminar is designed as a compact seminar and is directly linked to the international and interdisciplinary conference *Constructions of Masculinity in British Literature from the Middle Ages to the Present*. This conference takes place from June 17 to June 20 2009 and is an integral part of the seminar, so attendance is mandatory. For more information see <http://englitw.com>; <http://www.englitw.com> and

[http://tu-dresden.de/die\\_tu\\_dresden/fakultaeten/fakultaet\\_sprach\\_literatur\\_und\\_kulturwissenschaften/anglistik\\_und\\_amerikanistik/fachgebiete/englische\\_literaturwissenschaft/horlacher/constructions](http://tu-dresden.de/die_tu_dresden/fakultaeten/fakultaet_sprach_literatur_und_kulturwissenschaften/anglistik_und_amerikanistik/fachgebiete/englische_literaturwissenschaft/horlacher/constructions)

**Prof. Dr. Stefan Horlacher**

**Oberseminar**

**Tue (6)**

**ZS 1, 228**

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 new Master program will be able to attend this colloquium as part of the Module "Wissenschaftliche Praxis 2": Peer Colloquium).

The first session will take place in week two.

# Kulturstudien Großbritannien

**Prof. Dr. Thomas Kühn**

**1310**      **Introduction to British Cultural**                      **Thu (2)**                      **JAN 27**  
**70510**      **Studies**

EK + T                      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 a "Schein" (4 CP) students have to attend regularly and actively, pass the homework for the tutorial, the mid-term test and the final test at the end of the semester.

Coursebooks:

J. O'Driscoll, *Britain*, Oxford: OUP.

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.

**Anna-Maria Gramatté (M.A.)**

**1320  
70520**

**Britain since 1997 – New Britannia?**

**Tue (3)**

**WIL A 221**

Ü 2 KP (regular attendance, active participation; reading assignments; short oral presentation)

*“The Blair premiership might be over, but the history of the Blair effect has only just begun.”* (Timothy G. Ash, 2007)

In May 1997, the Labour Party led by Tony Blair was elected to government promising to create a “New Britain” and “nothing less than the model twenty-first century nation” (Blair 1997). In the decade that followed, the party and its prime minister set about modernizing Britain, and the country has changed as a consequence.

In this seminar we will look into the changes that have shaped contemporary Britain in the past decade and we will attempt to assess what kind of country Britain now is. We will be examining political, social and cultural developments taken from a wide variety of fields, e.g. politics, the economy, foreign affairs, British media, arts & entertainment, British society (class, immigration, etc.), and national identities, to name just a few. By looking at a wide range of representations, e.g. speeches, newspaper articles, TV documentaries, films, novels, public opinion surveys, and academic and non-academic texts, we should arrive at a clearer picture of “Britain” at the beginning of the 21<sup>st</sup> century.

A *Reader* with selected texts will be provided at the beginning of the semester. Please register on the list at the British Cultural Studies pin board (next to Frau Triska’s office). **The class will only work with no more than 30 participants.**



**Prof. Dr. Thomas Kühn**

**2310 18<sup>th</sup> Century British Cultural History Fr (2) GER 37**  
**2410**  
**3210**  
**3410**

**73310**

**201310**

**202610**

V + Klausur 3 KP (requirements see below)

V (Teilnahme) 1 KP (requirements see below)

The 18th century is a period in which some British kings did not speak English, England and Scotland were politically united, and colonialism saw its climax only to suffer a severe setback with the independence of the American colonies. It is a period of Enlightenment and its demise in Romanticism, of the first great novels, the oratorio and great orchestral works, the development of “British“ art and the landscape park as part of a rise of English national identity. In the second half of the period the industrial revolution begins, e.g. with the development of the first steam engines. Before extending this list indefinitely the sum can be formulated as follows: 18th century British cultural history is a period characterised by multifaceted events and developments.

In the lecture course I will present major events and developments as patches that will be aimed at bringing a contradictory and multi-faceted period to life. The following fields of representation will be introduced (among others):

- Enlightenment
- political culture, incl. the rise of political parties and the office of the Prime Minister
- colonialism
- the coffee house as a site of intellectual life
- the landscape garden and English / British architecture
- the industrial and French revolutions – “Gothic“ and Romaniticism as contrasting reactions

For a “Teilnahmeschein“ (1 CP) regular attendance is required. Students wanting a qualified “Schein“ (3 CP) have to pass a written test at the end of the semester.







**Prof. Dr. Thomas Kühn**

**3220      The BBC  
3420**

**Wed (3)**

**BEY 114**

**73710**

**201330  
201610**

HS	7KP (regular, active participation, oral presentation, academic essay)
S	3 KP (regular & active participation, oral presentation)
SiH	3 KP (regular & active participation, oral presentation)
	1 KP (regular & active participation)
S (Master)	5/8 KP (requirements to be announced in class)

As no other institution, the BBC, founded in 1922 as the British Broadcasting Company with the aim to “inform, educate and entertain“ (BBC Charter), reflects 20th century history both of mass media (including the introduction of the internet) and of political developments. It is supposed to be “free from both political and commercial influence and [to] answer only to its viewers and listeners“ (Charter). Until the Iraq war the BBC has been regarded as the watchdog of unbiased, well-researched and reliable news coverage that was feared by those in power both nationally and internationally.

With the BBC as our focus we will investigate how mass media developed, what kind of information and / or entertainment mass society requires and which role mass media like TV and radio play in a democracy. As the BBC is by far the largest broadcasting corporation in the world, covering some 200 countries with over 270 million households worldwide, the impact of the BBC as an international institution will be taken into account as well.

A reader with major texts will be provided by the beginning of the seminar.

Regular attendance, active participation and thorough preparation are prerequisites for a “Teilnahmeschein“. For a “Leistungsschein“, a presentation in class (3 CP) and an extended essay are required (7 CP).

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 Nature and Landscape Gardens**  
**3420**

**Thu (5)**

**HSZ E05**

**73710**

**201330**

**201610**

HS	7KP (regular, active participation, oral presentation, academic essay)
S	3 KP (regular, active participation, oral presentation)
SiH	3 KP (regular, active participation, oral presentation)
	1 KP (regular, active participation)
S (Master)	5/8 KP (requirements to be announced in class)

When Alexander Pope wrote in his *Essay on Criticism*: “Those rules of old, discover'd, not devised, / Are Nature still, but Nature methodized; / Nature, like Liberty, is but restrain'd / By the same laws which first herself ordain'd“, he referred to poetry. However, the passage can also be read as a comment on the relationship between “nature“ and the “landscape garden“.

The 18th century was the period that saw a fundamental shift in the idea of “nature” – our own to this very day – that can be studied with the example of the landscape garden. The landscape garden together with its adjoining houses is also a representation for the construction of an English national identity that had a great impact abroad as can be seen in landscape parks in Germany (Wörlitz, Bad Muskau e.g.).

This seminar will introduce and discuss different concepts of nature and their impact on the development of the idea landscape and national identity both on a systematic basis and in a historic perspective. The English examples will serve as the course’s visualised “texts“ and the concrete experience of the park in Bad Muskau as part of an excursion will represent the more sensual part of the course.

A reader with major texts will be provided by the beginning of the seminar.

Regular attendance, active participation and thorough preparation are prerequisites for a “Teilnahmeschein“. For a “Leistungsschein“, a presentation in class (3 CP) and an extended essay are required (7 CP).

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.

**NB: This course prepares students for the “Schriftliches Staatsexamen: Klausur Kulturstudien Großbritanniens” in autumn 2009.**

# Kulturstudien Nordamerikas

*P. Lange*

**1310**      **Introduction to American Cultural**      **Thu (4)**      **HSZ E05**  
**70510**      **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)**      **GER 54**  
**70520**      **Cultural Studies**

**2320**  
**2420**  
**73320**  
**73330**

PS                      6 KP (requirements to be announced in class)

3 KP (requirements to be announced in class)

Ü                      2 KP (requirements to be announced in class)

1 KP (requirements to be announced in class)

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

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

**Prof. Dr. Brigitte Georgi-Findlay**

**2310 American Cultural History 1 (Colonial Era to Revolution) Tue (5) HSZ 401**  
**2410**  
**3310**  
**3410**

**73310**

**201310**

**202610**

V+KI 3 KP (regular attendance and participation + final written exam)

V 1 KP (regular attendance and participation)

This lecture course will give an overview of the main events and developments that shaped the colonial era in North America. For example: How did Europeans in North America come to define their place and identity in the "New World"? How did the culturally diverse peoples of North America (Native, white or (free and enslaved) black) relate to one another? This lecture course aims to provide an introduction to the beginnings of American social, political, and cultural history. It will deal with the cultural encounters and interactions between diverse peoples, and with the historical events and processes that shaped the emerging national cultures in North America, the United States and Canada, until about the end of the eighteenth century.

**Prof. Dr. Brigitte Georgi-Findlay**

**2320 Survey of American Culture Mon (3) HSZ E01**  
**2420**

**73320**

**73330**

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.



***Eric Erbacher, M.A.***

<b>Allgemeine Qualifikation (AQua): Academic Research and Writing in English</b>	<b>Blockseminar 30.03. – 03. 04. 2009</b>	<b>tba</b>
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This AQua-course will familiarize students of various levels with strategies for successful academic research and writing. Starting with the development of a suitable topic, students will learn how to conduct efficient research, how to effectively read academic texts and gather relevant information, how to organize their proposal into a coherent draft, and how to turn this draft into a stylistically and formally correct as well as logical and readable academic research paper. Using both general exercises as well as students' individual research papers, emphasis will be as much on overall structuring and composition as on correct referencing and quotations. Participants are encouraged to contribute suggestions for additional topics to be discussed.

Please register by e-mail to [eric-erbacher@gmx.de](mailto:eric-erbacher@gmx.de), stating your subjects and year of study.

**Prof. Dr. Brigitte Georgi-Findlay**

**3320 Topics of American Studies: Thu (3) WIL B 321**  
**3420 European-American Relations**

**73910**

**201330**

**201610**

HS	7 KP	(requirements to be announced in class)
SiH	3 KP	(requirements to be announced in class)
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 course will focus on transatlantic relations from, roughly, the mid-19th century up to today. Issues to be discussed include: economic and cultural relations before 1945, "Americanization" of Germany/Europe (before and after World War II), reception of American mass and popular culture in Europe, Europe and the U.S. during and after the Cold War (political relations), debates over "the West" (and its presumed crisis).

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

**Dieser Kurs bereitet auf das schriftliche Staatsexamen im Bereich "Amerikanische Kultur" im Herbst 2009 vor.**

**Prof. Kevin Floyd (Kent State University)**

**The Cultural Study of Masculinity in  
the United States**

**Mon (4)**

**GER 54**

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)

What is masculinity? In some respects, we all think we know what it is already. But of course gender and sexuality turn out to be entirely more complicated than we expect once we begin to scrutinize these phenomena from a critical perspective. This course will introduce students to some of the ways in which masculinity has been conceptualized by literary and cultural critics. Scholars we will read will likely include Teresa de Lauretis, Judith Butler, Judith Halberstam, Richard Dyer, Dana Nelson, and Paul Smith. Assigned texts will be included in course readers.

Masculinity is, above all, an historical construct – a hegemonic norm that changes over time. Accordingly, we will focus especially on the ways in which masculinities change in relation to evolving social contexts. The cultural-historical period I know best is the twentieth-century United States. Much, though not all, of the work we will read will focus on the way in which hegemonic norms of masculinity have evolved in the nineteenth- and twentieth-century U.S.

Your first assignment, to be completed before the first class meeting, is to read Ernest Hemingway's novel *The Sun Also Rises* in its entirety. (It's not that demanding a read: about 250 pages of famously tight, clear, simple prose.) I will want to begin the course by getting your thoughts on the ways in which this novel represents gender and sexuality especially. We will then repeatedly refer back to this specific literary example as the course proceeds. Additional course requirements will be announced during the first class meeting.

Please note: Students will need to register for this course ahead of time (lists will be available on the blackboard in front of Prof. Georgi-Findlay's office in March 2009).

**Prof. Kevin Floyd (Kent State University)**

**Readings in Marxist Literary and  
Cultural Studies**

**Tue (4)**

**GER 54**

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)

It would be hard to overestimate the influence Marxism has had on the study of literature and culture in the course of the last century. Even “competing” forms of literary and cultural analysis have usually had to define themselves in opposition to it. This importance is because Marxism is, among other things, a hermeneutic – a way of reading. This course will introduce students to Marx’s influence on scholarship in literary and cultural studies. We will spend the early weeks of the semester studying a few basic texts by Marx. We will then spend our remaining time reading in the various discourses of subsequent Marxist theory, with emphasis on those discourses that have had significant impact on the study of culture, broadly defined. Assigned authors will likely include, in addition to Marx, Georg Lukacs, Walter Benjamin, Theodor Adorno, E.P. Thompson, Louis Althusser, Raymond Williams, Gayle Rubin, Slavoj Zizek, and Fredric Jameson. Assigned texts will be included in course readers. Additional course requirements will be announced during the first class meeting.

Please note: Students will need to register for this course ahead of time (lists will be available on the blackboard in front of Prof. Georgi-Findlay’s office in March 2009).

**Prof. Dr. Brigitte Georgi-Findlay und Jana Meißner, M.A.**

**World's Fairs in the United States –  
A Blended Learning Course**

**FR (4)**

**HSZ 301**

HS 7 KP (regular attendance online and offline, successful completion of the group project online and weekly tasks)

The 1930s was a period in the history of the U.S. that was marked by the bleak prospects in the midst of the Great Depression. Nevertheless, millions of Americans – although starving and suffering from the aftermath of the stock market crash – were drawn to the interwar expositions all over the country. Especially Chicago's "Century-of-Progress Exposition" of 1933/34 and New York's World's Fair of 1939/40 provide the framework of analysis in this course. With regard to world exposition history, the 1930s can be considered a 'buffer zone': between the colonial expos of the past and the future-oriented fairs of the years thereafter. Hence, we are going to discuss the ideas of a few individuals – architects, scientists, business men and political leaders – with regard to social changes in a deeply segregated and hunger-stricken society, and their visions for a better future in a "new empire of abundance" (Rydell, 1993). Based on some cultural theory, we are going to have a closer look at how the fair organizers went from re-establishing Americans' belief in existing institutions (Chicago) to giving them hope and an outlook into the future of the country (New York).

In this class we will operate on both theoretical and applicatory levels.

Prerequisites: **This class is only open for M.A., LA and Master students.** Those who want to take this class should be interested in both the topic and the blended learning method. Furthermore, students should have a modern computer at home (Windows 2000 or above) and should have internet access at home, preferably a high-speed connection.

**ALL interested students must contact**

✉ **meissner.jana@gmail.com**

**until April 6, 2009 for pre-first-session instructions.**

***Prof. Dr. Brigitte Georgi-Findlay***

**202710 North American Studies Colloquium**

**Mon (6)**

**ZS 1, 325**

This colloquium aims to provide an informal forum in which students, especially those in the advanced stages of their studies, can present their current or planned theses (Staatsexamen, MA, doctoral) and discuss them with fellow students. The colloquium is also a regular forum for talks presented by guest professors.

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

# Amerikanische Literaturwissenschaft

**Prof. Dr. Stefan Horlacher**

**1210 Introduction to Literary Studies**

**Tue (3)**

**WIL A 317**

**70310**

EK + mandatory

tutorial

4 KP (requirements to be announced in class)

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 is meant by focalisation, mimesis and diegesis and how do these categories interact to create meaning? Last but not least we shall discuss different methods of interpretation, such as hermeneutics, close reading, semiotics, reader response theory, psychoanalytical criticism, deconstruction, and ask in how far they are relevant for understanding literary texts.

## *Accompanying Tutorials:*

Introduction to Literary Studies is accompanied by a mandatory Tutorial (1 h per week). Please choose one of the following tutorials:

**Tue (6), Tue (7), Thu (6), Thu (7)**

**ZS 1, 304b**

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 Books, 1975 (or any other edition).

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

Students who want to take part in this seminar should sign up at Ms Hempel's office (ZS 306).

**PD Dr. Angelika Köhler**

**1220  
70320**

**19<sup>th</sup> Century American Short Stories**

**Thu (4)**

**ZS 1, 418**

Ü                      2 KP (regular and active participation; brief oral presentation)

The 19<sup>th</sup> century American short story has most steadily caught the reading imagination. Until today short stories written by Washington Irving, Nathaniel Hawthorne, Edgar Allan Poe, Herman Melville, Mark Twain, Ambrose Bierce, or Henry James have lost nothing of their fascination. In this course we will approach a selection of texts which in spite of their highly diverse subjects and the multiplicity of their forms of narrative mediation have build up "a tradition if not uniquely, then most markedly American" (Lee 1995). Re-reading these stories we want to specify moments of essential Americanness of the nineteenth century short story tradition by simultaneously identifying the highly individual voices of its representatives.

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



**Prof. Dr. Hans-Ulrich Mohr**

<b>2210</b>	<b>The American Novel:</b>	<b>Fr (2)</b>	<b>HSZ 403</b>
<b>2410</b>	<b>Developments, Movements,</b>		
<b>3310</b>	<b>Representative Texts</b>		
<b>3410</b>			

**73 110**

**201210**

**202510**

V + KI

3 KP (for passing the final written full exam)

V

1 KP (for a light version of the final written exam)

This lecture course deals with the history of the American Novel *from its beginnings to the present day*. The production and the reception of the American Novel is an immensely rich field composed of European traditions and American adaptations and variants. After WW2, however, America has taken the global lead in all thematic spheres. The ca. 14 sessions attempt to give a basic outline of the developments and movements on the one hand and illustrate them by specifically selected novels on the other. Nevertheless, all relevant texts will be discussed. To add a visual impression, clips from film versions will be shown in connection with these texts.

There will be a *written exam* in the last session where, according to the degree of difficulty chosen, 1 or 3 CPs can be scored.

**Recommended preparatory reading:**

Malcolm Bradbury & Richard Ruland: *From Puritanism to Postmodernism. A History of American Literature*. New York – London: Penguin/ Vintage, 1991 etc.

**PD Dr. Angelika Köhler**

<b>2220</b>	<b>Voices Between Hope and</b>	<b>Thu (5)</b>	<b>ZS 1, 418</b>
<b>2420</b>	<b>Despair:</b>		
<b>73120</b>	<b>The Turn of the Century in</b>		
<b>73130</b>	<b>American Literature</b>		

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

Between the 1890s and 1920s American culture went through most significant processes of transformation and change. The decades around the turn of the century were marked by the promising yet at the same time troubling effects of industrialization and urbanization, immigration and migration that challenged the nation's concept of political and cultural identity. The writers of this time used highly diverse forms and techniques to voice their experiences of hope and despair thus creating a body of fiction that succeeds in a fascinating negotiation of the mutual interdependencies of tradition and innovation. Rereading selected texts this course wants to develop a deeper understanding of the complexities and ambiguities of this crucial period of American cultural and literary history.

A *Reader* with selected shorter texts will be available at the beginning of the semester.

Please see the complete list of required texts next to Frau Schaal's office door.



**Till Grahl, M.A.**

**2220 Celluloid Mirrors: Multiple Film Wed (5) HSZ E 03**  
**2420 Adaptations of American Literature**

**73120**  
**73130**

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

Art has always been a mirror of its time – hardly any other art form gives proof to this thesis as much as films do: Being both, art and merchandise, films have reproduced successful stories over and over in order to maximize profits, and thereby adapted them to the different eras. While during the last semesters we investigated remakes, we will now go one step further by focusing on (re-)adaptations of literary properties. In contrast to remakes (i.e. the new adaptation of an original screenplay), these literary adaptations offer additional insights: Not only will we investigate the differences between the various film versions of the property, but also the alternations that occurred while transforming the shared literary source into different feature films. Our investigations will include, among other things, the circumstances and time of origin of the literary property and its divers adaptations, differences in structure, and employed narrative devices.

In order to exclude variances deriving from an intercultural transfer, we will focus exclusively on adaptations of American novels and plays, the individual film versions of which were produced in the United States, too. Besides this geographical restriction there will be no further limitations regarding for example genre or time.

Among the literary properties and their respective films under consideration, from which we will chose in our first session, are:

DEATH OF A SALESMAN (Arthur Miller)  
HOW THE GRINCH STOLE CHRISTMAS (Dr. Seuss)  
I AM LEGEND (Richard Matheson)  
SCARFACE (Armitage Trail)  
THE DAY THE EARTH STOOD STILL (Harry Bates)  
THE EXECUTIONERS / CAPE FEAR (John D. McDonald)  
THE GETAWAY (Jim Thompson)  
THE MALTESE FALCON (Dashiell Hammett)  
THE MANCHURIAN CANDIDATE (Richard Condon)  
THE OLD MAN AND THE SEA (Ernest Hemingway)  
THE POSTMAN ALWAYS RINGS TWICE (James M. Cain)  
THE POSEIDON ADVENTURE (Paul Gallico)  
THE STEPFORD WIVES (Ira Levin)  
TOM SAWYER (Mark Twain)

**PD Dr. Angelika Köhler**

**3320      Magical Realism  
3420**

**Mon (5)**

**ZS 1, 418**

**73910**

**201230**

**201510**

HS	7 KP	(regular and active participation; oral presentation; essay)
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)

Magical Realism is an international phenomenon with a wide-ranging history and with significant influences on the literatures of the world. Although Latin American writers were among the first to develop a critical concept of this literary mode and are still primary voices in its theoretical exploration and experimental application, we will read and discuss a variety of literary texts written in the U.S. and Canada that share the significant characteristic of moving back and forth between the disparate worlds of what we might call the historical and the imaginary. This course wants to give insight into the complex contexts and interdependencies which shape the concept of Magical Realism thus providing the basis for its understanding as a mode of writing that opens up new perspectives for postmodernist and postcolonial fiction.

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

Please see the complete list of required texts next to Frau Schaal's office door.

**PD Dr. Angelika Köhler**

**3320  
3420**

**Willa Cather: Texts and Contexts**

**Wed (3)**

**ZS 1, 418**

**73910**

HS	7 KP (regular and active participation; oral presentation; essay)
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)

Reading and discussing Willa Cather's most important short stories and novels against the background of her life and the time that influenced her art and that she influenced with her art, this course wants to develop a broader understanding of the complex implications and the experimental approaches to new topics and aesthetic forms in the work of this writer, who together with Fitzgerald, Hemingway and Faulkner shaped the American narrative tradition during the first half of the 20<sup>th</sup> century. Exploring Cather's sense of the world we will primarily focus on her ambivalent negotiation of questions of gender and ethnicity as well as on her interpretation of the American frontier concept.

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

Please see the complete list of required texts next to Frau Schaal's office door.

**This course prepares students for the written State Exam in "Amerikanische Literaturwissenschaft" in Fall 2009.**

**Prof. Dr. Hans-Ulrich Mohr**

**3320 Contemporary Drama**  
**3420**

**Wed (4)**

**HSZ 405**

**73910**

**201230**  
**201510**

HS	7 KP	(oral presentation + academic paper [12-15 pp])
SiG	3 KP	(oral presentation [drama analysis])
S	3 KP	(oral presentation [drama analysis])
	1 KP	(writing the minutes of one session)
S (Master)	5/8 KP	(requirements to be announced in class)

In this seminar we will read and discuss plays by contemporary authors. Contemporaneity will here be defined as "1975 and after". I propose:

Lanford Wilson (*The 5th of July*, 1978); Luis M. Valdez (*Zoot Suit*, 1978), Carlos Morton (*The Many Deaths of Danny Rosales*, 1980); Wendy Wasserstein (*Isn't It Romantic?*, 1981, *An American Daughter*, 1996); Tina Howe (*Painting Churches*, 1983); Sam Shepard (*True West*, 1980, *Fool for Love*, 1983); Margaret Edson (*Wit*, 1993); David Mamet (*Cryptogram*, 1995, *November*, 2008); Susan Lori-Parks (*The America Play*, 1995); August Wilson (*Seven Guitars*, 1995); Djanet Sears (*Harlem Duet*, 1997); Paula Vogel (*How I Learned to Drive*, 1998); Neil Labute (*Bash*, 1999).

The texts will be provided in a **reader** by the beginning of the semester.

**Recommended Reading:**

Christopher Bigsby: *Contemporary American Playwrights*. Cambridge U.P. 1999.

Herbert Grabes: *Das amerikanische Drama des 20. Jahrhunderts*. Stuttgart: Klett 1998: 148-181.

**This course prepares students for the written (and oral) State Exam in "Amerikanische Literaturwissenschaft" in Fall 2009.**

**Prof. Dr. Hans-Ulrich Mohr**

**3320 Outstanding Film Directors**  
**3420**

**Thu (5)**

**HSZ 405**

**73910**

**201230**  
**201510**

HS	7 KP (oral presentation <i>plus</i> working this out into a paper of 12 – 15 pages)
SiH	3 KP (oral presentation (film analysis by up to two students))
S	3 KP (oral presentation (film analysis by up to two students))
	1 KP (writing the minutes of one session)
S (Master)	5/8 KP (requirements to be announced in class)

Of course, you have heard all those names of famous film directors on some occasion. But frequently you have already a problem linking such a name with the title of a film or vice versa. This seminar wants to deal with a few of the most prominent 'Anglo-American' (in a wider sense) film directors and introduce to their works and styles.

In each session we want to focus on one of these persons by analyzing two of his films – an earlier and a more recent one – and list the characteristics of their filmmaking.

*Directors under consideration are:*

Woody Allen, Robert Altman, Jane Campion, John Cassavetes, J&E. Coen, Peter Greenaway, Stanley Kubrick, David Lynch, David Mamet, Roman Polanski, Martin Scorsese, Steven Soderbergh, Oliver Stone, Quentin Tarantino, Lars von Trier.

*Preparatory reading:*

Thomas Koebner (ed.) *Lexikon der Filmregisseure*. Reclam Verlag.

**This course prepares students for the written (and oral) State Exam in "Amerikanische Literaturwissenschaft" in Fall 2009.**



# Englische Sprache und ihre Didaktik

**Prof. Dr. Andreas Marscholke**

<b>71310</b>	<b>Reflected Practice of Teaching English – Introduction</b>	<b>Mon 4 (EK) Wed 3 (Ü)</b>	<b>HSZ 403 HSZ 304</b>
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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 in their fourth 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.

## **Recommended reading**

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

**Sabine Reiter, wiss. Mitarbeiterin**  
**Dr. Carmen Weiss**

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

**Grundschule/Mittelschule/Gymnasium/    school days\*      schools\***  
**Berufsbildende Schule**  
(4 S. Reiter, 4 C. Weiss)

SPÜ            3 KP (requirements to be announced in class)

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

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

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

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

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

**Recommended reading**

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

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

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

**Sabine Reiter, wiss. Mitarbeiterin**  
**Dr. Carmen Weiss**

**71330 Reflected Practice of Teaching  
English - Seminar**

**Grundschule**

(S. Reiter)

**Mi (1) BZW A 154**

**Gymnasium / Mittelschule /**

**Berufsbildende Schule**

(S. Reiter)

**Mi (3) BZW A 154**

**Gymnasium / Berufsbildende Schule**

(C. Weiss)

**Mon (3) GÖR 226**

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

SiH (LA) 1 KP (requirements to be announced in class)

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

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*.

**Sabine Reiter, wissenschaftliche Mitarbeiterin**

**Englisch in der Grundschule 2**

**Blockseminar  
1. Aprilwoche  
und n.V.**

**tba**

SiH

3 KP (requirements to be announced in class)

This seminar is offered to students of *Lehramt Grundschule*.

In this course students will get an overview of existing primary English teaching materials and will work out criteria for their evaluation according to the requirements of the concept of *Frühbeginn* and the relevant curriculum.

Furthermore, they will be introduced to methods of materials design and put them into practice.

Students need to have completed the course *Englisch in der Grundschule 1* and must have passed the Intermediate Exam.

**Sabine Reiter, wissenschaftliche Mitarbeiterin**

**Kinder- und Unterrichtssprache 2**

**tba**

**tba**

SiH

3 KP (requirements to be announced in class)

This course is offered to students of *LA Englisch Grundschule - Englisch als Nebenfach!*

They will attend the course *Reflected Practice of Teaching English - Seminar (Grundschule)*.

The required classroom observations can be done in schools of their own choice.

Further details will be given in class.

Students need to have completed the course *Kinder – und Unterrichtssprache 1*. They must have passed the Intermediate Exam!

**Prof. Dr. Andreas Marschollek**

**Language Teaching with Literary  
Texts**

**Mon (5)**

**HSZ 304**

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

**Prof. Dr. Andreas Marschollek**

**Teaching Foreign Languages to  
Young Learners**

**Wed (4)**

**HSZ 103**

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

**Dr. Carmen Weiss**

**Content and Language Integrated  
Learning**

**Tue (3)**

**HSZ 204**

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

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

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

**Lina Mukhopadhyay, Ph.D.**

**Bi/ Multilingual Education**

**Fr (4)**

**ZS 1, 418**

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

This course will familiarize students with theoretical issues related to bi/multilingual education, such as simultaneous and consecutive bilingualism, role of brain and cognition in acquiring two or more language systems, influence of society, culture and language policies in shaping bi/multilingual identity. The concepts will be discussed with reference to multilingual policies of different countries like Canada, US, Srilanka, and India. The course will also focus on the implications of a dual medium of language instruction, which enables learners to use local language or mother tongue and give them access to a global language of communication, like English in India, and thereby maximize academic and professional benefits through this dual instructional mode. It is worthwhile to mention that the UNESCO adopts a similar position in promoting 'Education for All' (2003) and ensuring that by 2015 all children have access to primary education, which is also supported by the National Council of Education Research and Teaching (NCERT), a prestigious body of education of India.

The last segment of the course will deal with analyzing and creating multilingual tasks that can be used at primary and secondary levels of education. Insights will be drawn from Carl Dodson's (1967) theory of inverted wine glass model in promoting bilingual method of instruction, cognitive flexibility and academic benefits proposed by the legendary Jim Cummins' (1986, 2001) in his famous theory of transfer of academic skills and by looking at Sheelagh Deller and Mario Rinvolucris (2007) rich collection of ideas to create bi/multilingual instructional materials.

# Sprachlernseminare

Please note: there may be some late changes and additions to this programme: please see the website and online registration for more details.

**David Hintz, M.A.**

**Laura Park, M.A., PGCE**

<b>1410</b>	Year 1		<b>Tue (4)</b>	<b>SE 2, 123 (LP)</b>
<b>70730</b>	SLS 1.1	<b>Pronunciation and</b>	<b>Tue (5)</b>	<b>SE 2, 123 (LP)</b>
<b>70740</b>		<b>Intonation (LP = British English; DH = American English)</b>	<b>Fr (3)</b>	<b>ZS 1, 418 (DH)</b>

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 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 (a feeling of) 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 main 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.



**Eva Stahlheber, M.A.**

<b>1420</b>	Year 1		<b>Mon (3)</b>	<b>SE 1, 201</b>
<b>70710</b>	SLS 1.2	<b>Grammar</b>	<b>Tue (5)</b>	<b>SE 1, 201</b>
			<b>Wed (3)</b>	<b>SE 1, 201</b>

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 firmly based on a contrastive approach, students need to be aware that there will be a great number of translation sentences. The materials can be downloaded from the Moodle internet platform ([e-sprachen.tu-dresden.de/moodle](http://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. Reference books will be recommended in class.

Prerequisites: The Entry Test must have been passed.

**David Hintz M.A.**

<b>1430</b>	Year 1		<b>Web-</b>
<b>70720</b>	SLS 1.3	<b>Vocabulary</b>	<b>based</b>
			<b>course</b>

Sprachlernseminar 2 KP  
Requirements: Final Exam

This course is intended for all students of English in their first or second semester. 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 "VocabWS08".

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

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

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

Prerequisites: The Entry Test must have been passed.

**Keith Hollingsworth, M.A., PGCE**

<b>70930</b>	Year 2 B.Ed.:	<b>Tue (2)</b>	<b>SE 2, 123</b>
<b>70940</b>	<b>Developing Skills Abroad</b>	<b>Tue (3)</b>	<b>SE 2, 123</b>

Sprachlernseminar 5 KP

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

This is a year 2 course for all B.Ed. students which must be taken before their period of residence in an English-speaking country.

Students will learn and practise a range of skills which should help them make the most out of a stay abroad. In particular, we aim to raise language awareness through error analysis, and cultural awareness through ethnographic writing. In this class students will receive information and guidance about the residence abroad, both from the instructor and year 3 students. 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.

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. Please bring € 15.00 to the first class.

Prerequisites: Year 2 B.Ed. students

**Keith Hollingsworth, M.A., PGCE**

<b>70910</b>	Year 2 B.Ed.:	<b>Wed (2)</b>	<b>ZS 1, 418</b>
<b>70920</b>	<b>Classroom English</b>	<b>Wed (4)</b>	<b>ZS 1, 418</b>

Sprachlernseminar 3 KP

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

This is a year 2 course for all B.Ed. students which must be taken before their teaching practice (SPÜ), and is best taken in semester 3 if possible. This course will concentrate on learning and practising the language needed for conducting lessons in English. This will involve the language required for discussing topics like classroom surroundings, the organisation of class activities, correcting language errors, discipline, games, and technical equipment. Students are required to present a teaching unit from the school curriculum.

Prerequisites: Year 2 B.Ed. students

**David Hintz M.A**

<b>2510</b>	Year 2: B.A. and B.Ed.	<b>Thu (2)</b>	<b>GER 54</b>
<b>71110</b>	SLS 2.1 <b>Listening and Speaking</b>	<b>Thu (3)</b>	<b>GER 54</b>
<b>71120</b>			

Sprachlernseminar 3 KP

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

This course is to be taken by B.A.-SLK students in their third or fourth semester. We also recommend B.A.-Education students to take this course in their 4<sup>th</sup> semester, although this course is set down in the B.A.-Education curriculum as a Year 3 course. Consequently, in the summer semester B.A.-SLK students will be given priority, but B.A.-Education students may participate if numbers allow.

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  
SLS 2.2 **Reading**

**Wed (6)  
Web-  
based  
course**

**ZEU 148**

Sprachlernseminar 2 KP

Requirements: Final Exam

We recommend that B.A. students take this year 2 course in the winter semester if possible. For B.Ed. students this counts as a year 3 course, but year 2-*Lehramt* students may participate. 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 SLS 1.1 Grammar and the SLS 1.3 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 SLS 1.1 Grammar and SLS 1.3 Vocabulary courses must have been taken.

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

<b>2530</b>	Year 2		<b>Mo (5)</b>	<b>SE 1, 201 (ES)</b>
<b>71140</b>	SLS 2.3	<b>Writing</b>	<b>Thu (2)</b>	<b>WIL B 321 (KH)</b>
			<b>Fr (2)</b>	<b>ZS 1, 418 (DH)</b>

Sprachlernseminar 3 KP  
Requirements: Final Exam

This course is offered to students in their third or fourth semester, as well as M.A. Majors and *Lehramt Gymnasium/Berufsschule* students who matriculated before October 2005, for whom this course counts as GLC 3 Basic Writing. We recommend that the 2.2 Reading course be taken before the 2.3 Writing course.

This course will teach and practise various types of written tasks and texts, primarily argumentative essays but also formal letters, summaries, CVs/resumes, as well as some translation from German into English.

Prerequisites: The SLS 1.1 Grammar and SLS 1.3 Vocabulary courses must have been taken.

**Eva Stahlheber, M.A.**

**3510**

Year 3

**Thu (5)**

**MER 01**

SLS 3.1/2 GLC 4 **Academic Writing**

Sprachlernseminar 3 KP

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

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

The goals of this course are (1) to support students' writing process of academic papers for the seminars and proseminars 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](http://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.

Prerequisites: Lehramt students must have passed the Intermediate Exam.

**Laura Park, M.A.**

**3520**

Year 3

SLS 3.1/2 GLC 4

**Theatre Workshop**

**Mon (5)**

**Mon (6)**

**BEY 117**

Sprachlernseminar 3 KP

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

This course is offered as a 3.1 or 3.2 course to year 3 B.A. students, and as a GLC 4 course to *Lehramt* (non-B.A.) 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 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 of sketches or short one-act plays will be organised for the end of the semester. Students are all required to act in the final performance!

Prerequisites: Lehramt students must have passed the Intermediate Exam.



**Eva Stahlheber, M.A.**

<b>3510</b>	Year 3	<b>Tue (3)</b>	<b>SE 1, 201</b>
	SLS 3.1/2 GLC 4 Elective:	<b>Thu (3)</b>	<b>SE 1, 201</b>
	<b>Computer-Assisted Language Learning</b>		

Sprachlernseminar 3 KP

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

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

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

Prerequisites: Lehramt students must have passed the Intermediate Exam.

**Laura Park, M.A., PGCE**

<b>3510</b>	Year 3: GLC 4 <i>Lehramt</i> (non-B.Ed.) / SLS 3.1/2	<b>Classroom English</b>	<b>Wed (4) Thu (3)</b>	<b>SE 2, 123 SE 2, 123</b>
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Sprachlernseminar 3 KP

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

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

This course is aimed at student teachers and will concentrate on learning and practising the language needed for conducting lessons in English. This will involve the language required for discussing topics like classroom surroundings, the organisation of class activities, correcting language errors, discipline, games, and technical equipment. Students are required to present a teaching unit from the school curriculum. Materials will be provided.

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

**David Hintz, M.A.**

GLC 5 <b>Advanced Translation</b>	<b>Wed (3) Wed (4)</b>	<b>GER 54 GER 54</b>
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Sprachlernseminar 3 KP

Requirements: Classwork, homework and tests

This course is offered to M.A. and *Lehramt* (non-B.Ed.) students.

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.

**Laura Park, M.A., PGCE**

**GLC 5 Advanced Essay Writing**

**Wed (3)**

**SE 2, 123**

**Thu (2)**

**SE 2, 123**

Sprachlernseminar 3 KP

Requirements: Classwork, homework and tests

This course is offered to M.A. and *Lehramt* (non-B.Ed.) students.

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.

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

**Keith Hollingsworth, M.A., PGCE**

Advanced Level

**Wed (6)**

**WIL C 203**

Elective: **JABS Magazine**

Sprachlernseminar 3 KP

Requirements: regular involvement (writing, organisation)

This course is offered as an Elective for *Lehramt* (non-B.Ed.) and M.A. students.

The English department has a student-based English magazine, called *JABS* (*Journal of American and British Studies* or a quick injection!). We are looking for students who are willing to work closely together and independently as a group. The students who are involved can fall back on the support of Mr Hollingsworth but will generally bear responsibility and also enjoy considerable freedom and creativity.

Prerequisites: Matriculated for *Lehramt* (non-B.Ed.) and M.A.

Interest in writing, journalism and/or lay-out.

**David Hintz, M.A.**

**201710**      Advanced Level

**Tue (2)**

**ZS 1, 418**

**201730**      Elective: **Preparation for Exams**

Sprachlernseminar 3 KP

Requirements: Classwork, homework and tests

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) in order to take this course. Please bring these certificates to the first class to prove your eligibility. You may take this course at the same time as taking the M.A. Preliminary Language Exam in May 2008, but the course is primarily intended for student teachers taking the first state exam in September 2008, and M.A. students planning to take the M.A. Preliminary Exam in November 2008.

The course provides regular practice, tips and training for the state and MA 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 Writing). *Mittelschule* students need only have done Advanced Translation, *Diplomhandelslehrer* only GLC 5 Advanced Essay Writing.



***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, transcription, giving presentations, grammar. Please contact David Hintz 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, transcription, giving presentations, grammar. Please contact Eva Stahlheber directly in order to organise meetings and a programme.

***Laura Park, M.A., PGCE***

**Play Production**

**ZS 1, 419**

Übung

Students will have the chance to put on a play for a public performance at the end of the academic year. Please contact Laura Park.

***Eva Stahlheber, M.A.***

**CALL Skills & Materials Design**

**ZS 1, 429**

Übung

This course includes the design and maintenance of language learning websites, exercises and corpora, as well as skills to be acquired around website & exercise design.

Please contact: [eva.stahlheber@tu-dresden.de](mailto:eva.stahlheber@tu-dresden.de)

**David Hintz, M.A.**

**Belmont University – TU  
Exchange Program**

**ZS 1, 431**

Übung

In this bilateral intercultural exchange program TU-students prepare for and execute a culturally-based language project at Belmont University, Nashville, the results of which are to be displayed and presented in various contexts at the TU-Dresden. Staff prepare and monitor the studies which students follow in the foreign country. In Dresden, a cultural program for the American students is devised and TU-students are encouraged to participate in all aspects of the Americans' program so as to practise their English in a natural context.

Please contact David Hintz.