

Technische Universität Dresden
Fakultät Sprach-, Literatur- und Kulturwissenschaften
Institut für Anglistik und Amerikanistik

SEMESTERMITTEILUNGEN
Sommersemester 2006

**Technische Universität Dresden
Fakultät Sprach-, Literatur- und Kulturwissenschaften
Institut für Anglistik und Amerikanistik**

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Inhaltsverzeichnis

1.	Mitarbeiterinnen und Mitarbeiter	2
2.	Studienberatung	4
3.	Institutsadressen	4
4.	Semestertermine	4
5.	Öffnungszeiten der Sekretariate	5
6.	Personalien	5
7.	Prüfungszeitraum Herbst 2006	7
8.	Plagiierte Studienleistungen	8
9.	Grundlagen Informationskompetenz	9
10.	Verwendete Abkürzungen	10
11.	Lehrveranstaltungstypen	10
12.	Lageplan des Campus	11
13.	Verzeichnis der Lehrveranstaltungen	12
13.1	Englische Sprachwissenschaft/Mediävistik Englische Literaturwissenschaft Amerikanische Literaturwissenschaft Kulturstudien Nordamerikas Kulturstudien Großbritanniens Fachdidaktik	12
13.1.1	Vorlesungen (Grund- und Hauptstudium)	12
13.1.2	Seminare und Übungen im Grundstudium	16
13.1.3	Seminare und Übungen im Hauptstudium	36
14.	Practical Language Courses	50
14.1	Basic Level	50
14.2	Advanced Level	53
15.	Electives	57

1. Mitarbeiterinnen und Mitarbeiter

Name	Bereich	Tel./Fax	Gebäude/Raum
Aurich, Claudia; M.A.	Englische Sprachwissenschaft/Mediävistik	31994	ZS 1c, Zi. 321
Bochmann, Susanne; M.A.	UNICERT ^R	35562	ZS 1d, Zi. 419
Cuevas, Susanne; M.A.	Kulturstudien Großbritanniens	32347	ZS 1d, Zi. 425
Detmers, Ines; M.A. (Lb)	Englische Literaturwissenschaft	32222	ZS 1c, Zi. 305
Erbacher, Eric (Doktd.)	Kulturstudien Nordamerikas	33004	ZS 1c, Zi. 317
Frommann, Grit; Dr.	Sprachpraxis	32347	ZS 1d, Zi. 425
Georgi-Findlay, Brigitte; Prof. Dr.	Kulturstudien Nordamerikas, Prodekanin der Fakultät SLK	35574/ 37733	ZS 1c, Zi. 317 b
Giannini, Marisa; M.A. (Lb)	Sprachpraxis	32347	ZS 1d, Zi. 425
Giovanopoulos, Anna-Christina; Dr.	Englische Literaturwissenschaft	32222	ZS 1c, Zi. 305
Glaser, Marina; M.A. (Lb)	Institut für Germanistik Angewandte Linguistik	32705	ZS 1c, Zi. 328
Hintz, David; M.A.	Sprachpraxis	34428	ZS 1d, Zi. 431
Holcomb, Gary; Prof. Dr. (Gastprofessor)	Kulturstudien Nordamerikas	33004	ZS 1c, Zi. 317
Hollingsworth, Keith; M.A., P.G.C.E.	Koordinator Sprachpraxis	33018	ZS 1d, Zi. 428
Horlacher, Stefan; Prof. Dr.	Englische Literaturwissenschaft	33855	ZS 1c, Zi. 307
Köhler, Angelika; PD Dr.	Amerikanische Literaturwissenschaft, Geschäftsführende Assistentin	33025	ZS 1d, Zi. 427
Kreutel, Karen; M.A., M.A.	Sprachpraxis	33019	ZS 1d, Zi. 431
Kühn, Thomas; Prof. Dr.	Kulturstudien Großbritanniens	33003	ZS 1d, Zi. 423/4
Lange, Claudia; Dr. des.	Englische Sprachwissenschaft/Mediävistik	37819	ZS 1c, Zi. 316
Mächler, Kerstin; M.A.	Amerikanische Literaturwissenschaft	34918	ZS 1c, Zi. 318
Markus, Manfred; Prof. Dr. (Gastprofessor)	Englische Sprachwissenschaft/Mediävistik	31994	ZS 1c, Zi. 321
Marschollek; Andreas; Prof. Dr.	Englische Sprache und Literatur und ihre Didaktik	33023/ 37132	ZS 1d, Zi. 420/21
Mengden, Ferdinand von; Dr.	Englische Sprachwissenschaft/Mediävistik	36486	ZS 1c, Zi. 321
Miller, Ann Stamp; Dr. (Gastprofessorin)	Kulturstudien Nordamerikas	36038	ZS 1c, Zi. 322

Mohr, Hans-Ulrich; Prof. Dr.	Amerikanische Literaturwissenschaft, Geschäftsführender Direktor	33016/ 37733	ZS 1c, Zi. 320
Muysers, Kathrin; M.A.	Kulturstudien Großbritanniens	35938	ZS 1d, Zi. 432
Orrison, Elisabeth; M.A. (Lb)	Sprachpraxis	32347	ZS 1d, Zi. 425
Park, Laura; M.A.	Sprachpraxis	33028	ZS 1d, Zi. 419
Poduval, Madhumeetha S.; M.A. (Lb)	Kulturstudien Großbritanniens	36038	ZS 1c, Zi. 322
Poduval, Satish; Prof. Dr. (Gastprofessor)	Kulturstudien Großbritanniens	36038	ZS 1c, Zi. 322
Reiter, Sabine; Dipl.-Lehrerin	Fachdidaktik, BBW	33017	ZS 1d, Zi. 422
Roche, Thomas; M.A. (Lb)	Fachdidaktik	32347	ZS 1d, Zi. 425
Schaal, Patricia	Sekretariat Amerikanische Literaturwissenschaft und Kulturstudien Nordamerikas	32878/ 37733	ZS 1c, Zi. 319
Schaefer, Ursula; Prof. Dr. (Forschungssemester)	Englische Sprachwissenschaft/Mediävistik, Dekanin der Fakultät SLK	36486/ 31994	ZS 1c, Zi. 321 b
Schmidt, Monika	Sekretariat Englische Literaturwissenschaft/Englische Sprachwissenschaft	33848/ 35135	ZS 1c, Zi. 306
Schmitz, Alison; B.A. hons. (Lb)	Sprachpraxis	32347	ZS 1d, Zi. 425
Simon, Denis; M.A. (Lb)	Englische Literaturwissenschaft	33088	ZS 1c, Zi. 308
Stahlheber, Eva; M.A.	Sprachpraxis	33038	ZS 1d, Zi. 429
Triska, Anke	Sekretariat der Geschäftsführenden Direktion/ Fachdidaktik/Kulturstudien Großbritanniens	32347/ 37166	ZS 1d, Zi. 425
Weber, Beatrix; M.A.	Englische Sprachwissenschaft/Mediävistik	33026	ZS 1d, Zi. 302
Weiss, Carmen; Dr.	Fachdidaktik, BBW	33017	ZS 1d, Zi. 422
Wolf, Göran; M.A.	Englische Sprachwissenschaft/Mediävistik	33026	ZS 1c, Zi. 302
Zienert, Katja; M.A.	Englische Sprachwissenschaft/Mediävistik	37819	ZS 1c, Zi. 316

2. Studienberatung

Allgemeine Studienberatung und
Beraterin für das Grundstudium
(*Undergraduate Adviser*):

PD Dr. Angelika Köhler

Beraterin für das Hauptstudium
(*Graduate Adviser*):

Prof. Dr. Brigitte Georgi-Findlay

Informationen zu den neuen Studien- und Prüfungsordnungen sowie den Zwischenprüfungs-Bestimmungen der einzelnen Bereiche entnehmen Sie bitte der *Homepage* unseres Institutes.

3. Institutsadressen

Postadresse:

Institut für Anglistik und Amerikanistik
Fakultät für Sprach-, Literatur- und
Kulturwissenschaften
Technische Universität Dresden
01062 Dresden
Tel.: 0049 351 46332347
Fax: 0049 351 46337166

Internetadresse:

www.tu-dresden.de/suliaa

E-Mail:

anglist@mailbox.tu-dresden.de

Besucheradresse:

Zeunerstraße 1c und 1d

4. Semestertermine

Sommersemester

01.04.2006 - 30.09.2006

Lehrveranstaltungen

03.04.2006 - 02.06.2006
12.06.2006 - 15.07.2006

Vorlesungsfreie Zeiten

Ostern	14.04.2006 - 17.04.2006
1. Mai	01.05.2006
Himmelfahrt	25.05.2006
Pfingsten	03.06.2006 - 11.06.2006
dies academicus	17.05.2006

5. Öffnungszeiten der Sekretariate

Anke Triska Sekretariat der Geschäftsführenden Direktion, von Prof. Kühn, Prof. Marschollek und der Sprachpraxis	Zeunerstraße 1d, Zi. 425 Mo/Di 09:00 - 11:00 12:30 - 15:00 Mi 09:00 - 11:00 Donnerstag und Freitag keine Büroöffnungszeit!
Monika Schmidt Sekretariat von Prof. Horlacher und Prof. Schaefer	Zeunerstraße 1c, Zi. 306 Mo - Mi 10:00 - 12:00 13:00 - 15:00 Fr 10:00 - 12:00 Donnerstag keine Büroöffnungszeit!
Patricia Schaal Sekretariat von Prof. Georgi-Findlay und Prof. Mohr	Zeunerstraße 1c, Zi. 319 Veränderte Öffnungszeiten ab 6. Februar 2006! Di - Fr 09:30 - 12:00 Montag keine Büroöffnungszeit!

6. Personalia

Geschäftsführender Direktor für das Akademische Jahr 2005/2006 ist Prof. Dr. Hans-Ulrich Mohr.

Herr Prof. Dr. Uwe Böker ist in den Ruhestand getreten. Sein Nachfolger auf der Professur "Englische Literaturwissenschaft" ist Herr Prof. Dr. Stefan Horlacher.

Herr Prof. Dr. Andreas Marschollek ist ab dem Sommersemester 2006 Nachfolger von Prof. Dr. Bernd Voss auf der Professur "Englische Sprache und Literatur und ihre Didaktik".

Frau Prof. Dr. Ursula Schaefer hat nach Beendigung ihrer Tätigkeit als Dekanin der Fakultät ein Forschungssemester.

Prof. Dr. Manfred Markus (Innsbruck) wird vom 17. - 22. Juni 2006 ein sprachwissenschaftliches Blockseminar abhalten.

Frau Karen Kreutel, M.A. (TU Dresden) und M.A. (in Teaching English as a Foreign Language der Kent State University) wird im Bereich Sprachpraxis den für 2 Jahre beurlaubten Herrn Udoka Ogbue vertreten.

Im Bereich Kulturstudien Großbritanniens lehrt Prof. Satish Poduval (Universität Hajderabad) als DAAD-ISAP-Visiting Lecturer im Sommer sein 2. Semester an der

TU. Seine Ehefrau Madhumeetha Poduval unterrichtet im Rahmen eines Lehrauftrages ebenfalls dort.

Prof. Dr. Ann Stamp Miller (University of Hawaii, U.S.A.) wirkt als Fulbright-Gastprofessorin im Bereich der Nordamerikastudien.

Prof. Dr. Gary E. Holcomb (Emporia State University, Kansas, U.S.A.) wird voraussichtlich in der Zeit vom 15. Mai bis 23. Juni 2006 ebenfalls im Bereich der Nordamerikastudien als Senior Fulbright Specialist am Institut tätig sein und ein Blockseminar zum Thema "Black Renaissance" durchführen.

7. Prüfungszeitraum Herbst 2006

8. Plagierte Studienleistungen

Plagiatspolitik der Fakultät Sprach-, Literatur- und Kulturwissenschaften Beschluss des Fakultätsrates vom 19. November 2002

Reicht ein(e) Student(in) eine Arbeit ein, die nachweislich ein Plagiat im unten definierten Sinn ist, gilt diese Arbeit als ungenügende Leistung. Für die entsprechende Lehrveranstaltung wird kein Leistungsnachweis und kein Teilnahmeausweis ausgestellt. Eine Wiederholung der Arbeit für die entsprechende Lehrveranstaltung ist nicht möglich.

Definition:

1. Unter Plagiaten verstehen wir den Umstand, dass ein(e) Student(in) eine schriftliche Arbeit einreicht, die *wörtlich oder nahezu wörtlich ganz oder zu Teilen* aus einer Arbeit oder mehreren Arbeiten anderer (z. B. publiziert im Internet, in Zeitschriften, Monographien etc.) übernommen ist, und dies *als eigene Leistung ausgibt*.
2. In diesem Sinne liegt auch dann ein Plagiat vor, wenn bei der Übernahme in eine andere Sprache als die des Originals *übersetzt* wurde.
3. Sinngemäße und wörtliche Übernahmen – letztere in Anführungszeichen gesetzt –, die unter Angabe der Quelle gekennzeichnet sind, fallen selbstverständlich nicht unter diese Definition.

Prof. Dr. Bernd Voss
Dekan

9. Grundlagen Informationskompetenz

NEU:**Verpflichtend für alle Studierenden****der Lehramts-, Magister- und Diplomstudiengänge im 1. Fachsemester**

Informationskompetenz stellt zunehmend eine Grundanforderung an Hochschulabsolventen dar. Daher sind ab dem WS 2002/03 neuimmatrikulierte Studierende aller Studiengänge verpflichtet, während ihres Grundstudiums einen Nachweis über Informationskompetenz zu erbringen. Dazu sind folgende obligatorische Veranstaltungen zu belegen:

1. Begleitende Tutorien zu den Einführungskursen (1 SWS)
2. Internet-Tutorien (3 Doppelstunden)
3. Schulungen durch die Sächsische Landesbibliothek – Staats- und Universitätsbibliothek Dresden (SLUB) (3 Doppelstunden)

Während kursbegleitende Tutorien im Rahmen der Einführungsveranstaltungen zu den jeweiligen Teilbereichen angeboten werden, erfolgt die Einschreibung zu den Internet-Tutorien bzw. den SLUB-Schulungen im Rahmen der Einschreibung für die Sprachpraxis. Die SLUB-Schulungen sind in Bausteine unterteilt, von denen die Bausteine 1 und 2 (je eine Doppelstunde) von neuimmatrikulierten Studierenden im ersten Fachsemester Englisch wahrzunehmen sind. Baustein 3 wird im folgenden Semester angeboten.

Auf Grund der Notwendigkeit von Informationskompetenz für das nachfolgende Studium und der hohen Anzahl neuimmatrikulierter Studierender ist es nicht möglich, das Belegen der Internet-Tutorien sowie der SLUB-Schulungen zu verschieben.

Der Nachweis über Informationskompetenz ist in Form eines Teilnahme Scheins zu erbringen, auf dem die Teilnahme von den jeweiligen Lehrenden quittiert wird. Der Teilnahme Schein wird in der ersten SLUB-Schulung oder dem ersten Internet-Tutorium ausgeteilt. Er stellt eine Voraussetzung für die Zulassung zur Zwischenprüfung dar.

Termine und Details der einzelnen Veranstaltungen zur Informationskompetenz werden u. a. auf der Website des Instituts bekannt gegeben.

10. Verwendete Abkürzungen

BBW	Berufsbegleitende Weiterbildung für Lehrer
KP	Kreditpunkt (credit point)
Lb	Lehrbeauftragte/r

Lage der Lehrräume

(Zur Lage der Lehrräume siehe auch Lageplan des Campus Südvorstadt auf der folgenden Seite)

ASB	Andreas-Schubert-Bau; Zellescher Weg
BEY	Beyer-Bau; George-Bähr-Straße
GER	von Gerber-Bau; Bergstraße
GÖR	Görges-Bau, Helmholtzstraße
HSZ	Hörsaalzentrum; Bergstraße 64
LICH	Lichtenheldt-Hörsaal (im Zeuner-Bau), George-Bähr-Straße
MER	Merkel-Bau, Helmholtzstraße
MOL	Möller-Bau, George-Bähr-Straße
POT	Gerhart-Potthoff-Bau; George-Bähr-Straße
SCH	Georg-Schumann-Bau; George-Bähr-Straße
SE 1	Seminargebäude 1; Zellescher Weg
SE 2	Seminargebäude 2; Zellescher Weg
SLUB	Sächsische Landesbibliothek – Staats- und Universitätsbibliothek Dresden; Zellescher Weg
TBA	to be announced
WEB/KLEM	Weberplatz 5; Victor-Klemperer-Saal
WIL	Willers-Bau; Zellescher Weg
ZEU	Zeuner-Bau; George-Bähr-Straße
ZS 1a-e	Zeunerstraße 1a-e

Wichtiger Hinweis:

Die Parkplätze vor den Gebäuden Zeunerstraße 1a-e sind Hochschulangehörigen mit dem entsprechenden Berechtigungsschein vorbehalten.
Fahrzeuge ohne diesen Berechtigungsschein werden abgeschleppt!

11. Lehrveranstaltungstypen

AQua	Allgemeine Qualifikation
EK	Einführungskurs
PS	Proseminar (Grundstudium)
HS	Hauptseminar (Hauptstudium)
SiG	Seminar im Grundstudium
SiH	Seminar im Hauptstudium
Ü	Übung im BA-Studiengang
V	Vorlesung
V + KI	Vorlesung mit Klausur

12. Lageplan des Campus

13. Verzeichnis der Lehrveranstaltungen

13.1 Englische Sprachwissenschaft/Mediävistik

Englische Literaturwissenschaft

Amerikanische Literaturwissenschaft

Kulturstudien Nordamerikas

Kulturstudien Großbritanniens

Fachdidaktik

13.1.1 Vorlesungen (Grund- und Hauptstudium)

Englische Literaturwissenschaft

Prof. Dr. Stefan Horlacher

"We must sell our past to other nations as their future!" (Julian Barnes)

Die Konzeption und Funktion von Gedächtnis

in der englischen Literatur von Geoffrey Chaucer

bis Julian Barnes

Wed (7) HSZ E 05

V + Kl: 3 KP

V (Teiln.): 1 KP

In dieser Vorlesung werden wir uns mit verschiedenen Konzeptionen von Gedächtnis beschäftigen, wie bspw. dem in der Rhetorik zentralen Gedächtnisbegriff des "storehouse" sowie dem seit John Locke (*Essay Concerning Human Understanding*; 1690) und der frühen Neuzeit immer wichtiger werdenden Begriff von Gedächtnis als "power/vis" oder Kraft, das seine Inhalte immer wieder neu entwirft und verändert. Anhand von Textauszügen möchte die Vorlesung neben den Manifestationsformen antiker Gedächtniskonzeptionen in der englischen Literatur des Mittelalters und der Renaissance herausarbeiten, wie spätestens bei Shakespeare eine neue Gedächtnispolitik einsetzt (*Henry V*), die – wenn auch in modifizierter Form – von der Romantik aufgegriffen wird und sich bis in die Gegenwart hin fortsetzt.

Konkret spannt die Vorlesung einen Bogen von Aristoteles und Platon über Chaucer und Spenser, die mittelalterliche Rhetorik, Shakespeare und die Romantik (bspw. Wordsworth) bis hin zu Marcel Proust, zum 'postmodernen' Roman eines Julian Barnes (*A History of the World in 10½ Chapters; England, England*) oder Jorge Luis Borges (*Funes el memorioso*) sowie zur Gattung der historiographischen Metafiktion. Hierbei wechseln sich Textanalysen mit historischen Darstellungen sowie – gegen Ende des Semesters – mit Einführungen in die Theorien von Maurice Halbwachs, Jan und Aleida Assmann u.a. ab. Darüber hinaus geht die Vorlesung kritisch auf die Funktionsweise des Gedächtnisses (soziales, kulturelles, kommunikatives), den Zusammenhang zwischen Literatur/Medien und Gedächtnis sowie die Rolle der

Geschichtsschreibung (Hayden White) und die Möglichkeit einer objektiven Darstellung der Vergangenheit ein. In einem letzten Schritt wird dabei die Fragestellung nach der Narrativität persönlicher Identität in den Mittelpunkt unserer Analysen rücken.

Ein Semesterplan sowie eine ausführliche Bibliographie werden in der ersten Sitzung verteilt.

Verbindliche Anmeldung im Sekretariat des Lehrstuhls für Englische Literaturwissenschaft.

Recommended reading:

Julian Barnes. *England, England*. London, Basingstoke, Oxford 1998.

William Shakespeare. *Henry V*. Oxford 1998.

Astrid Erl. "Kollektives Gedächtnis und Erinnerungskulturen". In: Ansgar u. Vera Nünning (eds.). *Konzepte der Kulturwissenschaften. Theoretische Grundlagen – Ansätze – Perspektiven*. Stuttgart 2003, 156-185.

Peter Burke. "Geschichte als soziales Gedächtnis." In: Aleida Assmann u. Dietrich Harth (eds.). *Mnemosyne. Formen und Funktionen der kulturellen Erinnerung*. Frankfurt/Main 1991, 289-304.

Amerikanische Literaturwissenschaft

Prof. Dr. Hans-Ulrich Mohr

American Film

Fr (2) HSZ E 03

V + Kl: 3 KP

V (Teiln.): 1 KP

This lecture course attempts to give an overview of the development of film in the U.S. It is high time that this medium takes its legitimate place beside the novel, poetry and drama in our curricula.

As a history without examples would be lifeless and as film is certainly the most lively medium of artistic expression we will use quite a few clips from all kinds of films to document, underscore and illustrate what is being said.

There will be a *Klausur* in the final session. Successful participants of the course plus this exam have the opportunity to go for 1 or 3 credit points.

Recommended reading:

Sklar, Robert. *Movie-Made America*. New York: Random House, 1975 ff.

Finler, Joel W. *The Hollywood Story*. New York: Crown, 1988.

Maltby, Richard. *Hollywood Cinema*. 2nd edition. Malden, MA-Oxford: Blackwell, 2003.

Kulturstudien Großbritanniens

Prof. Dr. Thomas Kühn

Englische Kulturgeschichte: 19. Jahrhundert

Fr (2) POT 361

V + Kl: 3 KP

V (Teiln.): 1 KP

Im Zentrum des 19. Jahrhunderts in Großbritannien steht die Regentschaft von Queen Victoria. Der Beginn wie auch das Ende der Periode sind dagegen über die rein chronologische Festlegung hinaus weniger einfach zu benennen.

Inhaltlich ist das 19. Jahrhundert durch eine Fülle von Spannungen und Widersprüchen gekennzeichnet, die es zu einem faszinierenden Gegenstand der Kulturgeschichte machen: durch einen optimistischen Glauben an den unaufhaltsamen Fortschritt und eine fundamentale Skepsis über den Platz des Menschen im Universum, durch den Verlust von altem Glauben und überlieferten Wertvorstellungen, durch technischen und naturwissenschaftlichen Fortschritt in bislang nie da gewesenem Umfang, durch Doppelmoral und sexuelle Prüderie, durch Manchesterkapitalismus mit ungeheuren Gewinnen und ebenso tiefem sozialen Elend, durch die allmähliche Dominanz des Bürgertums, das Wachsen der Arbeiterbewegung und die zunehmende Beteiligung der Bevölkerung an Wahlen ebenso wie durch den Imperialismus und die Vorrangstellung des British Empire.

In der Überblicksvorlesung werden einige wichtige Elemente der Kultur(en) des 19. Jahrhunderts als Signifikationsprozesse bzw. Repräsentationen erläutert und aufeinander bezogen. Es soll eine Vorstellung vom Reichtum und den Spannungen der Zeit vermittelt und Anschlussmöglichkeiten in zwei Richtungen geschaffen werden: der Konstruktion kultureller Praktiken in unserer eigenen Zeit als späten Nachfahren des 19. Jahrhunderts und der Konstruktion kultureller Zusammenhänge generell.

Für einen Teilnahmechein ist die regelmäßige Teilnahme Voraussetzung. Diejenigen, die darüber hinaus einen qualifizierten Schein (3 KP) erwerben wollen, müssen die Klausur am Ende der Vorlesung bestehen.

Kulturstudien Nordamerikas

Prof. Dr. Brigitte Georgi-Findlay
**Cultural Diversity in the Urban American West,
 1800s to 1900s**

Tue (5) POT 361

V + Kl: 3 KP
 V (Teiln.): 1 KP

When we think and talk about the American West, we usually do not associate it with urban space. And yet, by 1880 the West had become the most urbanized region in the U.S. Moreover, the formation of urban communities took place in the context of high degrees of national, ethnic, and racial diversity: Native Americans, an established Spanish-speaking population, Americans of various descent, foreign nationals (including Europeans, Canadians, Latin Americans, Asians, Hawaiians), African Americans as well as people of mixed descent. This lecture course follows the development of western urban communities and cities in the context of this astounding diversity between, roughly, 1850 and 1950. The focus is predominantly, but not exclusively, on cities in the American Southwest (Los Angeles, San Francisco, Santa Barbara, Santa Fe, Albuquerque, Tucson, Phoenix, Denver, El Paso). Issues touched upon will be the development and diversification of urban space, the emergence (and dissolution) of segregated spaces (barrios, Chinatowns, etc.), "boosterism" and promotional visions (to attract residents and tourists), and the relations between urban economies, politics, and cultures.

Fachdidaktik

Prof. Dr. Andreas Marschollek
An Introduction to Foreign Language Teaching

Mon (3) WIL A 317

V + Kl: 3 KP
 V (Teiln.): 1 KP

This lecture course provides an insight into the variable factors and processes involved in foreign language learning. It also encourages the participants to reflect on how these factors and processes can be controlled by the teacher in order to facilitate the achievement of the objectives of foreign language classes.

13.1.2 Seminare und Übungen im Grundstudium

Internet Tutoring Team & SLUB

Internet Tutorials & SLUB Bausteine

<http://rcswww.urz.tu-dresden.de/~lehre/student/>

The Internet tutorials and SLUB Bausteine are part of the Information Literacy Program (ILP) every newly enrolled student has to participate in from WS 2002/03 henceforth. As defined in the section *Grundlagen Informationskompetenz* of our departmental web site (go to: *Studium / Institutspolitik / Informationskompetenz*), the ILP aims primarily at students at the Department of British and American Studies at Dresden University of Technology in their basic studies and comprises the following:

- **Internet tutorial: block of three 90-minute sessions** (one block = session 1, 2, 3)
- **SLUB trainings: three 90-minute Bausteine** (Baustein 1, 2, 3)
- **one of the introductory tutorials** (NA Studies, GB Studies, Literature or Linguistics)

Due to the great number of new enrolments, several dates for the SLUB and Internet trainings will be offered per term, but **every student** has to join **each** of the blocks/Bausteine **just once**, i.e.:

- **one block of Internet Tutorials** (session 1, 2, 3)
- **all three SLUB Bausteine** (Bausteine 1, 2, 3)

Students are expected to attend:

- in their **first semester**
 - Internet Tutorials (all 3 sessions in one block – it's not possible to split)
 - SLUB Baustein 1
- in their **second semester**
 - SLUB Baustein 2
- in their **third semester**
 - SLUB Baustein 3

As the number of participants is limited, students are required to register for the tutorials and trainings. **Registration** will take place:

- for **Baustein 2 + 3**
 - during the online registration for the GLC classes
- for **Baustein 1 + Internet Tutorials**
 - with the Internet tutors at the information meeting, Thursday, 30.03.06, 13:00, WIL 120.

Internet TutorialsPlace: **WIL A 220**

Block I 6. DS 11.04.06 18.04.06 25.04.06	Block III 6. DS 02.05.06 09.05.06 16.05.06	Block V 6. DS 23.05.06 30.05.06 13.06.06	Block VII 6. DS 20.06.06 27.06.06 04.07.06
Block II 7. DS 11.04.06 18.04.06 25.04.06	Block IV 7. DS 02.05.06 09.05.06 16.05.06	Block VI 7. DS 23.05.06 30.05.06 13.06.06	Block VIII 7. DS 20.06.06 27.06.06 04.07.06

SLUB Baustein IPlace: **SLUB Foyer** (Zellescher Weg 18)

Date: (je 2. und 3. DS) 11. April, 19. April, 25. April

SLUB Baustein IIPlace: **WIL A 220**

Date: (je 2. und 3. DS) 03. Mai, 09. Mai, 23. Mai, 31. Mai, 21. Juni,

SLUB Baustein IIIPlace: **WIL A 220**

Date: (je 2. und 3. DS) 27. Juni, 05. Juli, 12. Juli

Please see our homepage: <<http://rcswww.urz.tu-dresden.de/~lehre/student/>>

If you have any questions, please contact Toni Kretzschmar:

toni.kretzschmar@mailbox.tu-dresden.de.

Lehrangebot AQua

Marina Glaser, M.A.
Academic Rhetoric (oral communication)

Mo (2) GER 07

Ü: 2 KP

This course prepares students to give seminar talks and to participate in discussions in an academic setting. It provides information on how to prepare, organize, and produce such talks and contributions.

When attending this course, students will increase their abilities and skills

- to brainstorm,
- to organize and write a draft,
- to search scientific literature,
- to present facts and figures,
- to use visuals effectively,
- to communicate without words and in groups.

Max. 25 participants

Registration by E-Mail to MarinaGlaser@gmx.de, indicating your main and minor subjects as well as the number of semesters you have studied.

Marina Glaser, M.A.
Academic Writing

Mon (5) GER 50

Ü: 2 KP

This course aims to familiarize students with the structure of written academic texts for receptive as well as productive purposes and to support the academic writing skills necessary for research papers in the areas of their studies (linguistics, literature, cultural studies and teaching methodology). Using both the individual research papers students have written in these areas as well as class assignments, the emphasis will be put on writing as a process of production, editing, revision and rewriting until the quality of language is at least satisfactory at the university level.

The course is aimed at students in the Basic Level of their studies, but students of the Advanced Level who feel they need extra practice are also welcome to participate.

Katja Zienert, M.A.**Presenting Linguistic Topics****in blocks**, see below

22. 04.	09.20-12.40	GER 54
06.06. (Whitsun break)	09.20-14.30	HSZ 108
07.06. (Whitsun break)	09.20-14.30	GÖR 226
17.07.	09.20-14.30	SE 1 103
18.07.	09.20-14.30	SE 1 103

Ü: 2 KP (regular attendance, presentation, essays on topics presented in class)

This AQua course aims at combining presentation skills with introducing linguistic topics. Students will get to know what makes a “good” media-supported presentation. The course will provide a platform to practise and discuss didactic and structural aspects of a presentation.

We will concentrate on the evaluation of presentations given by the students. A range of issues that are related to language provide the presentation topics which will also be discussed in mandatory essays.

Please register by e-mail by the end of March: only up to 20 students may attend this course.

Prerequisites: Interest in linguistics

Denis Simon, M.A.**Analysis of Literary Texts****Fr (4) HSZ 101**

Ü: 2 KP

This course deals with the reading and understanding of literary texts in their literary as well as their wider cultural context.

We will focus on a selection of poetry, novels and dramas from 18th and 19th century Britain.

Enrol by entering your name in a list in Frau Schmidt’s office (ZS 1c, Room 306).

Englische Sprachwissenschaft/Mediävistik

Dr. Claudia Lange

EK Introduction to Synchronic Linguistics

**Thu (5) ZEU LICH
Thu (6) Tutorials**

EK plus mandatory tutorial (1 h): 4 KP

T 1: WIL C 102

T 4: WIL C 229

T 2: WIL C 205

T 5: WIL C 105

T 3: BEY 149

T 6: WIL C 106

Using language is terribly simple – everyone does it everyday. How to describe language and language use is the topic of this course. Together we will explore the structure of this highly complex and efficient mode of expression in its different functions. We will begin with the smallest distinctive units in language, the speech sounds, and work our way towards ever more complex units, namely words, phrases, and finally sentences. The course is accompanied by mandatory tutorials which will give you ample opportunity to revise and practise everything you heard about in the lecture.

To acquire a "Bescheinigung für Studienleistungen" (4 credit points) you have to attend regularly and pass the tests of the tutorial and the final written exam in the lecture. Passing the final is the prerequisite for an overall 'pass.'

Dr. Ferdinand von Mengden

Language Change and Linguistic Variation

Fr (2) GER 07

PS: 6 KP (active participation, homework, presentation, term paper)

SiG: 3 KP (active participation, homework, presentation)

Language changes. All the time. At any place. Yet, if we take a closer look, we shall see that linguistic developments are not random. There are discernible patterns underlying language variation and identifiable pathways of linguistic change. A change on one linguistic level (be it syntax, morphology, phonology, or the lexicon) may in turn trigger a shift of the system in one of the other domains. Furthermore a language undergoes changes, whether slight or far-reaching, whenever its speakers are in contact with other languages.

In this seminar, we shall examine these patterns and principles of linguistic change. While we shall see that most of these principles apply cross-linguistically, English will be the main object of our study in this seminar. We shall observe the English language changing over time, from its very beginnings to the development of the various Englishes of today. The example of English will show us how human language changes and grows apart and how the structures of a language may be levelled and standardised in order to retain the stability essential for successful communication. A closer look at the historical periods Old and Middle English will

reveal how digressions from an established grammatical system, in the long run, cause completely new structures to emerge.

Prerequisites: successful completion of the *Introduction to Linguistics* (either synchronic or diachronic).

Katja Zienert, M.A.

Presenting Linguistic Topics

in blocks, see below

22. 04.	09.20-12.40	GER 54
06.06. (Whitsun break)	09.20-14.30	HSZ 108
07.06. (Whitsun break)	09.20-14.30	GÖR 226
17.07.	09.20-14.30	SE 1 103
18.07.	09.20-14.30	SE 1 103

Ü: 2 KP (regular attendance, presentation, essays on topics presented in class)

This course aims at combining presentation skills with introducing linguistic topics. Students will get to know what makes a “good” media-supported presentation. The course will provide a platform to practise and discuss didactic and structural aspects of a presentation.

We will concentrate on the evaluation of presentations given by the students. A range of issues that are related to language provide the presentation topics which will also be discussed in mandatory essays.

Please register by e-mail by the end of March: only up to 20 students may attend this course.

Prerequisites: Interest in linguistics

Göran Wolf, M.A.

Chapters from English Grammar

Mon (3) GER 09

SiG: 3 KP (regular attendance, assignments and exam)

PS: 6 KP (regular attendance, assignments, mid-term and final exam, short presentation in class)

“[T]he grammar of a language can be analysed at five different levels: word, phrase, clause, sentence, text.” (Davis 2000)

Not paying attention to the text level, we will work our way up the sentence hierarchy. After we have dealt with word classes/parts of speech, phrases, clauses and sentences and the basic aspects of their analysis, we will also browse through some more complicated chapters of syntax, e.g. the chapter of recursiveness in sentences such as *You must admit that you knew that I had told my father that I am pregnant*, or the chapter of (structural) ambiguity in sentences such as *Dave believed Mary and Trevor trusted Zoe*.

At the end of the course you will be able to analyse a variety of English sentences according to the *Oxford Reference Grammar* (Greenbaum 2000). The main focus of the course will be on practice and application, which is meant to improve and increase your knowledge about grammar acquired in the introductory course.

Participants of *Chapters from English Grammar* **must have passed** the *Introduction to Linguistics* (either synchronic or diachronic). Participants are expected to be prepared and to work actively.

There will be a *Semesterapparat* with the most relevant books for our course in the *SLUB*. If needed, it can be arranged for a *Semesterordner*.

Göran Wolf, M.A.

Introduction to Middle English

Mon (4) WIL C 102

PS: 6 KP (voluntary assignments, finals, research paper)

SiG: 3 KP (voluntary and graded assignments, finals)

Middle English (ME) is a lot more than “English between Old English and today’s English.” We will cover a period of profound changes and great diversity within the English language on all levels (phonological, morphological, structural, etc.) – best remembered from your *Introduction to Linguistics* is probably the “Tudor Vowel Shift.” Our survey of the linguistic features of ME will be linked to extralinguistic matter, such as historical events and cultural phenomena. We will work with excerpts from literature to encounter different genres and use them as sources for linguistic data.

The challenge of this course is that we proceed backwards in chronology venturing from the known into the unknown. It offers strategies to cope with the lacking standard so typical for ME and it will enable you to gain access to any ME text by using a dictionary and a ME grammar.

Requirements: Successful completion of *Introduction to Linguistics*.

Preparation: Average of 3 h per week (reading, graded assignments, ungraded voluntary assignments). Before the beginning of classes a schedule, topics for oral presentations and bibliographical helps will be given on the *Sprachwissenschaft/Mediävistik* homepage.

Beatrix Weber, M.A.
English Words

Mon (4) WIL C 103

SiG: 3 KP (regular attendance, presentation, assignments)

Ü: 2 KP (regular attendance, presentation, assignments)

This is a course for beginners: Have you ever wondered why learning English vocabulary never ends? And why some English words are hard and others easy to figure out? The seemingly infinite number of English words is due to the fact that the English language has been influenced by many other languages throughout its history. But we will start much simpler with questions like “what is a word?” and “what are words made of?”. With the help of the *Oxford English Dictionary (OED)* we will have a closer look at the biographies of words: their history (etymology), their meaning (semantics), possible meaning changes, and definitions (denotation, connotation). We will encounter different methods of “storing words in books” (dictionary and thesaurus). By asking whether it is really easier for Germans to learn English than vice versa, we will also learn about the language family and the closest relatives of English.

Prerequisites: Interest in linguistics

Claudia Aurich, M.A.
English Proverbs

Wed (3) SCH A 216b

PS: 6 KP (active participation, presentation, final test, research paper of 10 pages)

SiG: 3 KP (active participation, presentation, final test)

The inventory of modern English proverbs comprises a number of sayings which have been in use for hundreds of years. Did you know that, for instance, the common proverb *A burnt child dreads the fire* stems from early Middle English times and that the proverb *So many countries, so many customs* is even older? In this course, we will treat the English proverbial tradition starting with an overview of the fundamental characteristics of modern proverbs. After having dealt with questions concerning definitions and possible classifications of the proverb, we will turn to a consideration of stylistic features. Moreover, we will discuss phenomena of language change and their impact on English proverbs. This course offers the opportunity of applying the skills you have acquired in the *Introduction to Linguistics* (synchronic as well as diachronic).

Prerequisites: Successful completion of *Introduction to Linguistics*.

Claudia Aurich, M.A.
Medieval England

Wed (4) SCH A 117

Ü: 3 KP (active participation, assignments, final take-home exam)

This course will provide you with a basic knowledge of medieval England. We will discuss a variety of extralinguistic questions such as some aspects of cultural history and important historical events. It will introduce you to a selection of primary and secondary texts related to medieval studies which you may need in future seminars.

Prerequisites: Interest in linguistics and medieval studies.

Englische Literaturwissenschaft

Dr. Anna-Christina Giovanopoulos
Ines Detmers, M.A.

Introduction to English Literature A
Introduction to English Literature B

Tue (3) WIL C 133
Tue (3) GER 07

EK plus mandatory tutorial (1 h): 4 KP

These courses will provide an introduction to the methods of literary analysis, i.e. several methods of text analysis, literary history, and literary criticism. They will introduce students to the basic elements of understanding fiction, poetry, drama, and other literary genres.

Please buy *An Introduction to the Study of English and American Literature* by Vera and Ansgar Nünning, Barcelona; Stuttgart: Klett Sprachen, 2004, ISBN: 3-12-939619-5. Further materials will be provided at the beginning of the semester.

Accompanying Tutorials:

The two introductory courses are conceived as lectures and/or seminars, each accompanied by a mandatory Tutorial (1 h per week).

T 1	Tue (6)	ZEU 114
T 2	Tue (7)	SCH A 419

Prof. Dr. Stefan Horlacher

Talking about Decline: Postcolonial Short Stories

Thu (3) GER 07

PS: 6 KP
 SiG: 3 KP

This seminar intends to give a critical introduction to and a survey of recent developments in post-colonial theory. We shall discuss *when* the post-colonial begins and *what* exactly post-colonialism means. In addition to establishing a theoretical background, which will focus on the concept of hybridity, we will read exemplary short stories by writers such as W. Somerset Maugham and Joseph Conrad. Moreover, we will read and discuss stories by so-called Commonwealth and/or contemporary British authors. These will include R. K. Narayan, Ngugi wa Thiong'o, Qaisra Shahraz and Hanif Kureishi.

- Regular participation and the oral presentation of a short paper are expected.
- A syllabus and a bibliography will be available at the first meeting.
- Registration is required, so please sign up on a list at Mrs. Schmidt's office.

Recommended reading:

- Robert J. C. Young. *Postcolonialism. A Very Short Introduction*. Oxford 2003.
- A reader with literary texts will be available at the beginning of the semester.

Dr. Anna-Christina Giovanopoulos
Intermedial Representations of Schooling
in Twentieth-Century Britain

Thu (5) HSZ E 05

PS: 6 KP

SiG: 3 KP

This course offers an overview of literary and cultural developments in the twentieth century. The thematic aspect that links the texts is the issue of education, more specifically of education at public schools. We will read a variety of texts from the genres of novel, drama and film.

First, you will be introduced to the history of the public school, focussing on developments during the nineteenth century and the rise of the public school novel. Then we will consider how the topic was treated in the twentieth century where, generally speaking, a critical view of the effects of a public school education prevailed in serious literature. However, to give an initial example from a more positive perspective, we will begin with James Hilton's *Good-bye, Mr Chips* (novel and film). Further texts covered in class are E. M. Forster's *The Longest Journey*, Terence Rattigan's one-act play *The Browning Version*, Muriel Spark's novel *The Prime of Miss Brodie*, and the film *Another Country*. For 3 credit points (SiG) you will be either a "project manager" in charge of compiling a dossier or you can choose to give an oral presentation. For 6 credit points you will join a project and write a research paper. If you only need 1 credit point you are strongly encouraged to attend one of the lectures offered by the department. You will find more information on the class pages in late March.

To help with planning the class, registration is required. Please enter your name on the list outside room ZS 1c, 305.

Please buy *The Prime of Miss Brodie* (Reclam edition, ISBN 3-15-009193-4). Further material will be made available to you.

Denis Simon, M.A.
Analysis of Literary Texts

Fr (4) HSZ 101

Ü: 2 KP

This course deals with the reading and understanding of literary texts in their literary as well as their wider cultural context.

We will focus on a selection of poetry, novels and dramas from 18th and 19th century Britain.

Enrol by entering your name in a list in Frau Schmidt's office (ZS 1c, Room 306).

Kulturstudien Großbritanniens

Prof. Dr. Thomas Kühn

Introduction to British Cultural Studies

Thu (2) WIL C 129

PS: 6 KP

SiG: 3 KP

SIG+T: 4 KP

T 1: Thu (1) ZS 1e/501

T 2: Wed (6) ZS 1c/304a

T 3: Fr (4) ZS 1e/501

This course aims

- to provide students with a survey of important British institutions and ways of life in comparison with those in Germany
- to gain knowledge about and discuss contemporary exemplary "British" topics
- to develop skills of cultural awareness, e.g. empathy for life in modern Britain
- to introduce the academic field of cultural studies

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

To acquire a "Bescheinigung für Studienleistungen" (4 credit points) the students have to attend regularly and actively and pass the tests of the tutorial and the final written exam in the lecture. Passing the final is the prerequisite for an overall 'pass'.

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

Laura Park, M.A.

Class in Britain

Thu (2) ZS 1c/312

Ü: 2 KP

Margaret Thatcher called class a Communist idea, John Major dreamt of a classless society and Tony Blair's policy is one of social inclusion. It may be true that in the days of multiculturalism and globalisation, class divisions have changed, but how far has Britain really moved with the times? Is it true that the British no longer see class as an issue or do the invisible lines that determine where you are within the social hierarchy still exert their power in what has traditionally been one of the most class-ridden of societies? In this course we will be studying a variety of materials that aim to show how the boundaries of class have blurred as a result of multiculturalism and other cultural, economic and political factors. At the same time we will be looking at areas of everyday life in which issues of class retain their influence. We will also try to develop an awareness of class indicators in the hope of sensitising students, among other things, to the differences between Hooray Henrys, Chavs and the chattering classes.

Requirements and preparation: weekly reading assignments and a short presentation of a text (written, film or music) on some aspect of class.

Madhumeetha S. Poduval, M.A.
Basics of Cultural Studies II

Thu (4) HSZ E 03

Ü: 2 KP

This course continues last semester's class, presenting current theories and dealing with British and Indian cultural scenarios.

Participation is not restricted to those who attended last semester's course.

More in the 1st meeting.

Prof. Dr. Satish Poduval
Media Studies – An Introduction

Wed (3) HSZ 304

PS: 6 KP

SiG: 3 KP

Max. registration: 20 students

This course offers an overview of the fundamental concepts and debates in the field of media studies. We shall try and understand (i) why and how media industries, media texts, and media audiences function as they do, and (ii) the enchantment/disenchantment we feel in our relationship to the media in our everyday lives. During this course we will, for instance:

- contrast notions of public service broadcasting with the prevailing logic of commercial digital 'narrowcasting;'
- analyse the processes of constant and active encoding/decoding that determine the patterns of meaning in newspapers, television, cinema, advertisements, music videos, etc.;
- focus on the relationship media products and representations have with our lifestyles, identities and communities;
- present case-studies of 'mediated identities' in local, national, global contexts.

Main text: *Media Studies: A Reader* (2nd edition), Paul Marris, Sue Thornham (editors), Edinburgh University Press 1999.

Kathrin Muysers, M.A.

"This melancholy London" – From London to Gotham

Wed (5) SE 2/ 123

PS: 6 KP

SiG: 3 KP

This seminar will introduce students to the many urban myths which are inextricably linked with our notions of London. Among the works which we will be reading and watching are:

- The 1988 T.V. Film of *Jack the Ripper* starring Michael Caine
- Neil Gaiman's novel *Neverwhere* (1996) and the accompanying BBC mini series.
- Alan Moore's "From Hell" and the 2001 film version starring Johnny Depp.
- Alan Moore's comic book *V for Vendetta* (originally published between 1982 and 1985) and the film version of 2005 (starring John Hurt, Stephen Rea and Natalie Portman with a screenplay by the Wachowski brothers of *Matrix* fame)
- and, last not least, The Spice Girls' 1996 video clip *Wannabe*

In case you know of other books, comics, films or works of art that you think could be interesting in this context, please mail to me at kathrin.muysers@mailbox.tu-dresden.de (subject: "London/ Gotham"). All suggestions are welcome!

At the beginning of term, each student will be assigned a topic for an oral presentation. The use of modern media such as power point presentations is greatly encouraged. In addition, students are expected to take part in additional film viewing dates.

Please buy your personal copy of Neil Gaiman's *Neverwhere* (Avon 1998) which is available for 6,99 €. You are expected to have read the book by the second session of term.

To register, please put your name on the list put up at the beginning of the last week before term start at the Cultural Studies Board to the left of Zeunerstraße 1d, 1st floor.

Susanne Cuevas, M.A.

The Industrial Revolution and Victorian Society

Tue (6) WIL C 103

PS: 6 KP

SiG: 3 KP

By the time Victoria came to the throne in 1837, industrialisation affected virtually every aspect of the British economy and society, altering lives and institutions in the process.

This seminar will concentrate on the radical social and political changes taking place in mid- and late-nineteenth century Britain caused by urban growth, mass migration of workers to the industrial towns, the rise of the middle class, and a growing demand for improved working conditions, women's rights, universal franchise and parliamentary reform. Drawing on autobiography, parliamentary reports, literary texts, painting, photographs and film to explore the lives of Manchester weavers and London match girls, factory owners, domestic servants, middle-class ladies of leisure, and slum inhabitants, among others, very different perspectives on the blessings and curses of the Industrial Revolution will become apparent.

A reader will be provided.

Please register on the list at the Cultural Studies pin-board in front of Frau Triska's office (Zeunerstraße 1d, 1st floor).

Amerikanische Literaturwissenschaft

PD Dr. Angelika Köhler

Kerstin Mächler, M.A.

Introduction to American Literature A

Thu (4) SE 2/ 123

Introduction to American Literature B

Tue (3) ASB 114

EK plus mandatory tutorial: 4 KP

This course will provide an introduction to US-American literary history and to the methods of literary analysis, i.e. to several ways of text analysis and literary criticism. It will introduce students to the basic elements of understanding fiction, poetry, drama, and other literary genres.

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

**Please note: The number of participants is limited to 30!
Registration in the first meeting!**

Accompanying Tutorials:

The two introductory courses are conceived as lectures and/or seminars, each accompanied by a mandatory tutorial (1 h per week).

T 1: Tue (6) ZS 1c/304a

T 2: Tue (7) ZS 1c/304a

T 3: Wed (3) GER 07

Prof. Dr. Hans-Ulrich Mohr

Canadian Short Stories

Thu (3) HSZ 103

On the basis of regular attendance the following points can be scored:

SiG: 1 KP: writing the minutes of one session

SiG: 3 KP: oral presentation (short story interpretation by up to two students)

PS: 6 KP: oral presentation and working this out into a paper of 12 pages

This seminar for 2nd-year students has (beyond its formal functions) a threefold purpose:

- (1) to introduce to the practice of analyzing short stories
- (2) to acquaint with the spectrum of styles and concepts in the history of short story writing from the 19th to the later 20th century.
- (3) to provide information on the context of Canadian life and culture.

We will deal with authors such as Edward William Thomson, Charles G. D. Roberts, Stephen Leacock, Frederick Philip Grove, Ethel Wilson, Morley Callaghan, Sinclair Ross, Gabrielle Roy, Brian Moore, Hugh Hood, Alice Munro, Mordecai Richler, John Metcalf among others.

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

Prof. Dr. Hans-Ulrich Mohr
Film Styles and Genres

Wed (7) HSZ E 01

SiG: 1 KP for regular attendance plus the minutes of one session

SiG: 3 KP for regular attendance plus an oral presentation

Ü: 2 KP for regular attendance plus an oral presentation B.A.)

All films – like other forms of communication – are underpinned by conceptual (language-based) systems against which they acquire their significance and meaning. In this way, audiences are given receptional instructions and reading contexts for (potentially) adequate understanding and appreciation. Thus, even if they are – as it frequently happens - surpassed and violated by the individual product, genre criteria matter. We want to take a look at some of these conventions, as time and space allow. I suggest we choose two examples per genre to get at least a superficial impression of their range and development.

The following genres are under consideration:

Western, Science Fiction, Comedy, Horror, Film Noir, Neo Noir, Fantasy, Road Movie, Blockbuster, War Movie, Love Story/Romance, Political Film, Crime and Mystery, Media Film, Chick Flick.

PD Dr. Angelika Köhler
Images of the American South

Wed (2) SE 2/ 123

PS: 6 KP

SiG: 3 KP

The South plays a rather unique role in American literary history which has resulted in controversial critical discussions of the regional specifics as well as the traditions and values incorporated by a culture that has to cope with the legacy of slavery and racism. This course will discuss selected texts written by 20th-century Southern writers who have significantly shaped the history of Southern literature and whose fictional images of this region open up new insight into the complexities of the cultural and literary landscape of the American South.

Students are expected to read:

William Faulkner	<i>The Sound and the Fury</i> (1929) <i>Absalom, Absalom</i> (1936)
Carson McCullers	<i>The Heart Is a Lonely Hunter</i> (1940) <i>The Ballad of the Sad Cafe</i> (1951)
Flannery O'Connor	<i>A Good Man Is Hard to Find, and Other Stories</i> (1955)
Walker Percy	<i>The Moviegoer</i> (1960)
Alice Walker	<i>The Third Life of Grange Copeland</i> (1970)
Ernest J. Gaines	<i>The Autobiography of Miss Jane Pittman</i> (1975)

A reader with shorter texts will be provided by the beginning of the semester.

Please note: Number of participants is limited to 25! Registration is required. You will find the list on the notice board next to ZS 1c, 319.

PD Dr. Angelika Köhler

**From Modernism to Postmodernism:
20th-Century American Short Stories**

Wed (3) SE 2/ 123

PS: 6 KP

SiG: 3 KP

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

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

Please note: Number of participants is limited to 25! Registration is required. You will find the list on the notice board next to ZS 1c, 319.

Kulturstudien Nordamerikas

Jana Meißner, M.A.
Eric Erbacher (Doktd.)
EK Introduction to North American Studies

Mon (4) SCH A 216
Tue (5) HSZ 304

T 1: Mon (7) ZS 1c/312
T 2: Tue (6) ZS 1c/312
T 3: Wed (6) ZS 1c/312

EK plus mandatory tutorial: 4 KP

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 practiced. **The tutorial is an obligatory part of the Introduction.**

Prof. Dr. Brigitte Georgi-Findlay
Basic Readings in North American Cultural Studies

Tue (3) GER 39

PS: 6 KP
 SiG: 3 KP
 Ü: 2 KP
 Teiln.: 1 KP

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. Ann Stamp Miller (University of Hawaii)
History of the United States to 1870

Tue (2) ASB 328

PS: 6 KP
 SiG: 3 KP
 Ü: 2 KP
 Teiln.: 1 KP

This course involves a survey of political, economic, social and cultural history of the United States from early settlement through the Civil War. An analysis of the foundation of the federal Constitution, early court activities, the development of democracy, causes of the Civil War and an examination of the Reconstruction Era

will be included. Although this is primarily a survey course, we will apply a comparative approach to consider the political, economic, social, and cultural situation in Germany as well.

Recommended reading:

A. Brinkley, *Unfinished Nation: A Concise History of the American People*, Vol. I (New York: McGraw Hill, 2005); J. Heideking, *Geschichte der USA* (Tübingen: Franke, 1999); R. Nash, G. Graves, *From these Beginnings*, Vol. I (Addison Wesley, 2000); U. Sauder, *Die Vereinigten Staaten: Daten, Fakten, Dokumente* (Tübingen: Franke, 2000); S. Weisner and W. Hartford, *American Portraits*, Vol. I (New York: McGraw Hill, 2002); R. Chernow, *Alexander Hamilton* (New York: Penguin, 2004); P. S. Corbett and R. Naugle, eds., *Life, Liberty, and the Pursuit of Happiness: Documents in American History*, Vol. I (New York: McGraw Hill, 2004); N. Woloch, ed., *Early American Women: A Documentary History* (New York: McGraw Hill, 2003).

A reader will be prepared for this course and will be available by the beginning of the semester.

Fachdidaktik

Prof. Dr. Andreas Marschollek
An Introduction to Foreign Language Teaching

Wed (3) SCH A 184

Seminar in conjunction with the lecture course "An Introduction to Foreign Language Teaching": 4 KP for both courses

This seminar complements the lecture course of the same title. It offers an opportunity to integrate the theoretical perspectives on foreign language learning and teaching with both the practical experience in the seminar and their previous experience as foreign language learners and student teachers. Participants are encouraged to cooperate intensively.

Sabine Reiter, Dipl.-Lehrerin
English at the Primary School
(Englisch in der Grundschule 1)

Mon (3) ZS 1c/304b

EK: 3 KP

This course is for students of "*Lehramt Englisch an Grundschulen*" and "*Grundschuldidaktik Englisch*." Participants will be introduced to different concepts and aims of teaching English at primary level.

They will discuss ideas and models of relevant teaching techniques, modes of evaluation and assessment.

Lehramt Grundschule: Grundschuldidaktik

Thomas Roche, M.A.
Children's and Classroom Language
(Englische Kinder- und Unterrichtssprache)

TBA

SiG: 3 KP

This course deals with English in primary school foreign language classrooms, focusing not only on language for teachers but also pupils' classroom language. During the course students will become familiar with a range of contemporary lesson material as well as "teacher talk." Classes will be presented around the following thematic areas: lesson planning, drama and games, songs and rhymes, magazines, craft, telling stories, children's fiction and film. As these themes are dealt with, pronunciation and grammar will also be addressed. Students will be required to prepare mini lessons and participate in a range of group work activities.

Study text:

Slattery and Willis, J. *English for Primary Teachers: A Handbook of Activities and Classroom Language*. Oxford: OUP, 2001.

13.1.3 Seminare und Übungen im Hauptstudium

Englische Sprachwissenschaft/Mediävistik

Prof. Dr. Manfred Markus
A Survey of English Varieties

Blockseminar **17 - 22 July 2006**
09:30 - 16:00 (Mon to Thu) & 09:30 - 12:00 (Fr)

HS: 7 KP

SiH: 3 KP

Trying to understand varieties of present-day English as subsystems of the language system, we will focus on selected topics from the fields of regionalects, sociolects and ethnolects, as well as situational and media-conditioned varieties (such as in talk shows). A list of the topics for papers will be provided in due time, as well as a reference list and further guidelines. While the presentations in class have to be based on a shorter handout or some kind of a "Thesenpapier," the full versions of the papers have to be handed in only after the end of class (deadline: 15 Sept). The course is valid as a "Seminar im Hauptstudium" or as a "Hauptseminar," according to your preference. Students who need help before our week of sessions are encouraged to contact me by e-mail: manfred.markus@uibk.ac.at.

For me to plan the sessions, students interested in participating should enter their names on a list in the secretary's office.

Dr. Ferdinand von Mengden
English, Germanic and European

Fr (4) GER 54

HS: 7 KP (active participation, presentation, term paper)

SiH: 3 KP (active participation, presentation)

Historically English is no doubt a Germanic language: when in the 5th century AD Anglo-Saxon settlers left their continental homelands and migrated to Britain, their language was basically the same as the ancient dialects which later became German, Dutch or Frisian. But in how far does the label 'Germanic' still apply to present-day English? A large part of the Modern English vocabulary has equivalents in French and in other Romance languages. Moreover, English differs from the cognate Germanic languages with regard to quite a number of structural features. So, will it be the language type rather than the language family which adequately groups English among the world's languages?

Yet another perspective shows that English, in the course of its history, developed a number of features together with its neighbouring languages. Some of them, as for instance the definite and indefinite article, are quite rare outside Western Europe. The question arises whether the shared Western European *Kulturraum* has a

significant impact on all or most of the languages spoken in this area. From this perspective, wouldn't it make sense to classify English as a 'European language'? By itself, any of these approaches, of course, makes sense. Taking English, its present-day structure and its historical development, as example, we shall study the different ways to classify a language. We shall examine the respective advantages and disadvantages of each of these approaches and thereby see how (and why) the (linguist's) perspective on human language has changed over the past 250 years.

Dieses Seminar bereitet auf die *diachrone* Klausur Sprachwissenschaft zum Staatsexamenstermin Herbst 2006 vor.

Dr. Claudia Lange
Language and Society

Wed (3) GER 54

SiH: 3 KP (active participation, occasional assignments, presentation in class)

This course will trace the development of Sociolinguistics as a discipline from its modest beginnings in the Sixties to its current paradigms and preoccupations. The American linguist William Labov pioneered an approach to linguistics which explored how factors such as status, gender, ethnicity systematically influenced the linguistic choices speakers make. His groundbreaking work has since then been extended and refined considerably. We will first look at examples of Labov's work and method, which came to be labelled "the quantificational paradigm", and then proceed to other key figures in the field who were jointly responsible for shifting the emphasis from the study of linguistic variables to the close scrutiny of social networks and the linguistic behaviour that is created by and in such networks. We will also investigate the sociolinguistic stance on hotly debated issues such as language and (in)equality, language diversity, linguistic human rights, and multilingualism in the classroom.

Dieses Seminar bereitet auf die *synchrone* Klausur Sprachwissenschaft zum Staatsexamenstermin Herbst 2006 vor.

Englische Literaturwissenschaft

Prof. Dr. Stefan Horlacher

**Questions of Identity in Thomas Hardy's
Novels *Jude the Obscure* and
*The Mayor of Casterbridge***

Wed (3) GÖR 229

HS: 7 KP

SiH: 3 KP

What this seminar proposes to undertake is a) to give an introduction to one of the greatest novelists in English literature, b) to analyse two representative novels (*Jude the Obscure* and *The Mayor of Casterbridge*) with a view to c) the concepts or notions of identity, d) the social, legal and economic systems, e) the gender hierarchies and f) the conceptions of sexuality presented in the texts, including the notions of "New Man" and "New Woman." Most critics tend to ignore the eponymous hero of the novel and concentrate instead on Sue Bridehead, "perhaps the most remarkable feminine portrait in the English novel" (F. R. Southernington). In addition to this, we shall ask whether Hardy's novels deny the possibility of a meaningful existence or whether – in an existential and linguistic turn – they argue that it is absence which founds the *conditio humana*, and that it is lack which guarantees our freedom.

Given the neglect of – or even discrimination against – the male protagonist, it seems appropriate to shift the focus of critical attention. What applies to *Jude the Obscure* is equally valid for Hardy's novel *The Mayor of Casterbridge*, a novel remarkable for the way in which Hardy contrasts a pre-modern to a modern economy and a static to a flexible construction of identity.

A syllabus and a bibliography will be available at the first meeting.

Regular participation and the oral presentation of a short paper are expected.

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

Registration is required, so please sign up on a list at Mrs. Schmidt's office.

Recommended reading:

Thomas Hardy. *Jude the Obscure*. Penguin: London, 1998.

Thomas Hardy. *The Mayor of Casterbridge*. Penguin: London, 1997.

Prof. Dr. Stefan Horlacher
Nature and Culture in D. H. Lawrence's
Short Stories and Novellas

Tue (6) WIL A 221

HS: 7 KP

SiH: 3 KP

Although D. H. Lawrence has long been accepted as one of the major English writers of the 20th century, his novels, such as *Lady Chatterley's Lover* or *The Plumed Serpent*, are even today considered by many to be either pornographic or replete with arcane mantras. Similar prejudices exist as far as Lawrence's theoretical writings, in particular his *Fantasia of the Unconscious* and *Psychoanalysis and the Unconscious*, are concerned.

In order to demonstrate that most of these prejudices are unfounded, this seminar will concentrate on Lawrence's short prose, where we find most of the ideas (i.e. masculinity vs. femininity; nature vs. culture/mechanisation; vitality vs. death-in-life) typical of his novels condensed into a very concise and aesthetically convincing form. The seminar intends not only to provide a comprehensive overview of Lawrence's life and work but also to analyze some of his representative short stories and/or novellas, such as *The Fox*, *St. Mawr* and *The Virgin and the Gipsy*, concentrating on interpretations which attempt to probe the sub-text or sub-structure of Lawrence's *œuvre*.

Regular participation and the oral presentation of a short paper are expected.

A syllabus and a bibliography will be available at the first meeting.

Participants are required to have read *The Fox* before the beginning of the seminar.

Registration is required, so please sign up on a list at Mrs. Schmidt's office.

Recommended reading:

D. H. Lawrence. *The Virgin and the Gipsy*. Vintage: USA, 1992.

----- *The Fox*. London: Hesperus Press, 2003.

----- *St. Mawr*. London: Penguin, 1971.

(Or any other edition/collection of Lawrence's short stories)

Kulturstudien Großbritanniens

Prof. Dr. Thomas Kühn

Steam Engines, Railways and Ships

Wed (3) GER 39

HS: 7 KP

SiH: 3 KP

“The Age of Steam Engines“ is one of the labels for the nineteenth century. The period cannot be understood without considering the far-reaching effects of the introduction of steam. Some of the consequences can be felt until today, such as

- the *mechanisation* of production processes
- the introduction of the *factory system*
- the *acceleration of transport* through steam locomotives and steam ships.

In this seminar, major aspects of “steam“ including their economic, social and cultural consequences will be scrutinised, and the lively and controversial contemporary debates about the development will be discussed. Thus, a fascinating, contradictory and highly rewarding field of study opens up under the heading of “steam engines.”

The seminar will start with a look at the basic technologies, their origins and various applications from the late 18th to the 19th century. The major economic and social consequences will then be taken into account, followed by critical and artistic reactions to the development of the steam engine.

A reading list will be provided in Frau Triska’s office at the end of March.

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

Please register on the list at 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

**Horrible English Food: From Falstaff to Jamie Oliver
and Nigella Lawson**

Thu (5) SE 2/ 123

HS: 7 KP

SiH: 3 KP

English food has one of the worst reputations among continental Europeans; England has the highest density of three-star *Guide Michelin* restaurants world-wide; English chefs like Jamie Oliver and Nigella Lawson established (English) cooking and food as an internationally trendy, very popular affair.

Many other contradictory statements could be added to this list. The focus of this seminar will be on the history and present state of food and cooking in England – unfortunately in theory only – under three interconnected aspects:

- the consumption of food as a necessity of daily life and as an occasion for extraordinary events
- behavioural food consumption patterns that evolved as signifying practices of and for its cultural environment
- the production and consumption of food as a distinguishing cultural practice historically, nationally, socially, and ethnically.

The seminar will proceed along historical lines with the aim to concentrate on the contemporary situation as much as possible.

The sources for discussion will be expository and fictional texts, journalistic articles, cookery-books and TV-programmes.

A reading list will be available at Frau Triska's office from the end of March.

Please register on the list at the Cultural Studies pin-board (in front of Frau Triska's office). E-mail registration will not be taken into account.

Prof. Dr. Satish Poduval
Documentary Film – Issues & Debates

Wed (5) HSZ 204

HS: 7 KP

SiH: 3 KP

If you think that documentary films can only be preachy and boring, this course might make you think again. You will be introduced to the little-known (but by no means dreary) history of the genre, to the important debates about its forms and purposes, and to some of the most gripping and powerful documentary films made in different parts of the world over the last 75 years.

By the end of the course you will hopefully have a sense of the complex history of documentary cinema as well as the technical and formal innovations that have transformed it into a compelling art practice today. I shall make available a dossier containing the course readings at the start of the semester.

Students will be expected to respond in class to several short documentary films or film-clips, initiate discussion on key essays and debates, and write a final term paper.

Max. registration: 30 students

Prof. Dr. Satish Poduval
**Contemporary Indian Cinema –
 History, Theory, Politics**

Fr (3) GER 07

HS: 7 KP

SiH: 3 KP

This course will explore the parallels and intersections between the institution of cinema and a set of discourses that have animated public life in post-colonial India. One aim of the course is to acquaint students with significant initiatives and

transformations set in motion by the film-industry as well as through government policy during the past four decades. Another is to introduce them to debates on citizenship, social movements, sexuality, and economic liberalization – and analyzing films that are relevant to these debates. After the course participants would be better able to consider how spectators (and contemporary film theories) make meaning out of the filmic experience. I shall make available a dossier containing the course readings at the start of the semester.

Light entertainment and “film appreciation” are *not* the aims of this course! Some of the course readings might be quite demanding for non-Indian students, but hopefully also insightful and rewarding in terms of your ability to grasp culturally different texts. Students will be expected to respond in class to film-clips, initiate discussion on key essays and debates, and write a final term paper.

Max. registration: 30 students

Amerikanische Literaturwissenschaft

Prof. Dr. Hans-Ulrich Mohr
Robert Altman

Thu (5) HSZ E 01

SIH: 1 KP for regular attendance plus the minutes of one session
 SiH: 3 KP for regular attendance plus an oral presentation
 HS: 7 KP for the 3 CP requirements *plus* an academic paper of 12 pages.

Robert Altman is surely one of the most versatile film directors ever. His œuvre is enormously rich and varied in terms of themes and styles. This is, above all, due to his opposition to Hollywood conventions. He has always upheld a critical, nevertheless differentiated, stance on American life styles and politics. Some of his films are also extremely dense and complex in texture, interweaving the lifelines of up to 20 heroes and heroines.

We try to follow his development chronologically, analyzing the following films:

M.A.S.H. (1970); *McCabe and Mrs. Miller* (1971); *The Long Goodbye* (1973), *Thieves Like Us* (1974); *Nashville* (1975), *Buffalo Bill and the Indians* (1976), *Streamers* (1983); *Secret Honor (Nixon)* (1984), *Fool for Love* (1985), *Vincent and Theo* (1990), *The Player* (1992), *Short Cuts* (1993), *Prêt-à-porter* (1994), *Kansas City* (1996), *The Gingerbread Man* (1998), *Cookie's Fortune* (1999), *Dr. T and the Women* (2000), *Gosford Park* (2001), *The Company* (2003).

PD Dr. Angelika Köhler

Contemporary Female African American Literature

Mon (5) ZS 1d/418

HS: 7 KP
 SiH: 3 KP

20th-century American literature has been significantly shaped by African American women writers. Being both black and female, they create their texts from a unique vantage point. Their literary works investigate the intersections of Western culture and African heritage and explore highly diverse and ambivalent male-female encounters. In this course, we will read selected poetry and fiction written by African American female authors and discuss their capacity to penetrate layers of institutionalized racism and sexism and to uncover social contradictions and intimate dilemmas characteristic of contemporary American life regardless of race and gender.

Students are expected to read:

Zora Neale Hurston	<i>Their Eyes Were Watching God</i> (1937)
Alice Walker	<i>The Color Purple</i> (1982)
Audre Lorde	<i>Zami: A New Spelling of My Name</i> (1982)
Paule Marshall	<i>Praisesong for a Widow</i> (1983)
Sherley Anne Williams	<i>Dessa Rose</i> (1986)
Maya Angelou	<i>I Know Why the Caged Bird Sings</i> (1970)
Toni Morrison	<i>Jazz</i> (1992)

A reader with shorter texts will be provided by the beginning of the semester.

Please note: Number of participants is limited to 25! Registration is required. You will find the list on the notice board next to ZS 1c, 319.

Kulturstudien Nordamerikas

Prof. Dr. Brigitte Georgi-Findlay

Postwar American Culture:

The Fifties, Sixties, and Seventies

Thu (3) WIL C 107

HS: 7 KP

SiH: 3 KP

This course will look at the developments in American politics, society, and culture between 1950 and 1980.

Recommended reading:

James T. Patterson, *Grand Expectations: The United States: 1945-1974*. New York: Oxford University Press, 1996; David Burner, *Making Peace with the 60s*. Princeton: Princeton University Press, 1996; David Farber, ed. *The Sixties: From Memory to History*. Chapel Hill and London: The University of North Carolina Press, 1994; James T. Patterson, *Restless Giant: The United States from Watergate to Bush v. Gore*. New York: Oxford University Press, 2005.

Prof. Dr. Brigitte Georgi-Findlay

North American Studies Colloquium

Mon (6) ZS 1e/501

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 any credit points.

Prof. Dr. Ann Stamp Miller (University of Hawaii)

Transformation of America 1860-1920

Thu (2) WIL A 120

HS: 7 KP

SiH: 3 KP

Teiln.: 1 KP

This course focuses on selected themes that explain major changes in American life during the late 19th and early 20th centuries, including the westward movement, consolidation of capitalism, diplomacy, popular culture, progressivism, and World War I. We will also focus on the contributions of German immigrants and their settlements in the United States and Hawaii (prior to its becoming a state). A comparative approach will be applied so that we can consider political and social movements that were taking place in Germany at approximately the same time.

Recommended reading:

J. Faragher, M. Buhle, D. Czitrom, S. Armitage, *Out of Many: A History of the American People* (Upper Saddle River, N.J.: Prentice-Hall, 2005); P. Corbett, R. Naugle, eds., *Life, Liberty, and the Pursuit of Happiness: Documents in American History*, Vol. 2 (New York: McGraw Hill, 2004); R. Nash, G. Graves, *From these Beginnings*, Vol. 2 (Addison Wesley, 2000); J. B. Elshtain, *The Jane Addams Reader* (New York: Basic Books, 2002); M. Stürmer, *The German Empire* (New York: Modern Library, 2002); D. Orlow, *A History of Modern Germany* (Englewood Cliffs, N.J.: Prentice Hall, 1991); W. Mankiller, G. Mink, M. Navarro, B. Smith, G. Steinem, eds., *U.S. Women's History* (New York: Houghton Mifflin, 1998); S. Weisner, W. Hartford, *American Portraits*, Vol. 2 (New York: McGraw Hill, 2002); H. U. Wehler, *Von der deutschen Doppelrevolution bis zum Beginn des ersten Weltkrieges 1849-1914* (München: C. H. Beck, 1995).

A course reader will be prepared and will be available at the beginning of the semester.

Prof. Dr. Gary Holcomb (Emporia State University, Kansas)

Black Renaissance

MOL 213

Block (5x2 DS/Week)

Wed (4) und (5)

May 17, 24, 31; June 7, 14, 21

HS: 7 KP

SiH: 3 KP

Max. 30 participants. Please register with Frau Schaal, ZS 1c, room 319.

This five-week long course introduces students to a wide range of literature and film by and about modernist period black authors and historical figures, placing the literary study in the context of political and cultural history. A final paper will afford the student the occasion of applying a critical approach to literary texts. The aim of the course is to equip the student with a strong academic knowledge of ethnic literatures in their historical context.

Recommended reading:

Sterling A. Brown, *The Collected Poems of Sterling A. Brown*. Ed. Michael S. Harper. Chicago: Triquarterly Books, 1996; Langston Hughes, *The Collected Poems of Langston Hughes*. Eds. Arnold Rampersad and David Roessel. New York: Vintage Books, 1995; Claude McKay, *Home to Harlem*. 1928. Introd. Wayne Cooper. Boston: Northeastern UP, 1987; Jean Toomer, *Cane*.

Fachdidaktik

Prof. Dr. Andreas Marschollek

Reflecting on Languages and Cultures

Mon (5) GER 07

HS: 7 KP

SiH: 3 KP

The individual increasingly requires the ability to communicate across linguistic and cultural boundaries. The ability to communicate, however, amounts to more than a proficiency in one or several foreign languages. It also includes the willingness and capability to open oneself to new, unfamiliar and changing situations. In the seminar we will explore ways of supporting learners in this respect in foreign language classes both from theoretical and practical perspectives.

Prof. Dr. Andreas Marschollek

**Creating a Rich Learning Environment
in the Foreign Language Classroom**

Wed (5) WIL A 317

HS: 7 KP

SiH: 3 KP

This seminar aims at increasing the participants' competence to optimise conditions for foreign language learners, particularly with regard to the potential of a task-based approach and the use of digital media. This includes critical awareness of the new dimensions added to the learning environment by these means. Participants will also be given an opportunity to devise exemplary teaching units.

Sabine Reiter, Dipl.-Lehrerin

Schulpraktische Studien (LA Gym/MS)

Tue (4) ZS 1c/304b

SiH + Practice: 3 KP

This course consists of two components: a university seminar (1 DS) and classroom observation (1 DS plus discussion and evaluation).

In the seminar the students are provided with concepts of planning and evaluation as well as the teaching of the language – grammar and vocabulary and the four skills. The course design follows the requirements of the Saxon curriculum and the principle of intercultural communicative teaching.

Please note:

The number of participants is limited. Please, contact me immediately/well in advance, if you intend to sign up for this programme.

Sabine Reiter, Dipl.-Lehrerin
Schulpraktische Studien (LA GS)

Tue (2) ZS 1c/325

SiH + Practice: 3 KP

This course starts with a theory module covering the areas of teaching English to learners at years three and four. It thereby provides insight into age appropriate teaching techniques, ways of teaching, methods and approaches. At the same time lesson planning and classroom management are in the centre of interest.

The practice module consists of lesson observation, planning and teaching at a local primary school.

Please note:

Participants need to have passed the "Zwischenprüfung"! Registration is required one term in advance!

Dr. Carmen Weiss
Content and Language Integrated Learning

Tue (3) WIL C 106

HS: 7 KP

SiH: 3 KP

This course is intended to give an introduction to Content and Language Integrated Learning (CLIL) and its perspective for German schools. It provides understanding of what Content and Language Integrated Learning means in terms of its features and how it can be realised at school. Students are offered insight into current approaches and teaching methods to combine language and content.

The seminar offers an opportunity of discussing current research and relevant issues as well as projects being carried out at several schools in Germany and abroad.

Students will develop their own 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.

The course is meant for students who are interested in teaching English through content.

Dr. Carmen Weiss
Schulpraktische Studien (LA Gym)

Tue, Wed, Thu, Fr

SiH + Practice: 3 KP

Participants observe lessons taught by teachers at school. They are expected to prepare, teach and evaluate lessons themselves in two different grades.

This course is an integral part of the seminar Schulpraktische Studien Mon (3). Schools, school days and grades will be announced in March 2006. (2 SWS)

Students can register by e-mail.

Dr. Carmen Weiss
Schulpraktische Studien (LA Gym)

Mon (3) ZS 1b/228

SiH + Practice: 3 KP

In the accompanying seminar students will become familiar with different concepts of teaching. They will discuss ideas and models of relevant classroom teaching techniques. Students will study very practical aspects of how to teach English within the classroom setting. Subjects dealt with will include lesson planning, how to teach language and how to teach individual skills, such as speaking, reading, listening and writing. The seminar accompanies teaching lessons at school and provides support in very practical issues coming up in daily classroom situations. (2 SWS)

Students can register by e-mail.

14. Practical Language Courses

14.1 Basic Level

GLC 1 Pronunciation and Intonation (British English)

1. Wednesday 4 HSZ/203 (Schmitz)
2. Wednesday 5 HSZ/203 (Schmitz)

GLC 1 Pronunciation and Intonation (American English)

- Tuesday 4 HSZ/203 (Orrison)

All first semester students must take this course and students can choose whether they wish to concentrate on American or British styles of pronunciation. The skills and knowledge gained here will be developed in *GLC 2 Listening and Speaking*. In the course we will identify each student's 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 course will have spoken and written assignments, and will involve 2 main tests which count towards the Preliminary Exam grade: (1) test of phonetic transcription in approximately the middle of the semester and (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 €15 (N.B. shop price = €25) and photocopies for €1. Please bring therefore €16 to the first class. For more exact details of the course, see the *GLC 1 Pronunciation and Intonation* syllabus.

GLC 2 Vocabulary and Reading

1. Monday 3 WIL/C 104 (Stahlheber)
2. Monday 4 ZS 1d/418 (Giannini)
3. Monday 5 HSZ/405 (Stahlheber)
4. Tuesday 5 GER/50 (Orrison)
5. Wednesday 3 MER/03 (Frommann)
6. Thursday 1 ZS 1d/418 (Hollingsworth)
7. Thursday 2 ZS 1d/418 (Hintz)
8. Friday 2 ZS 1d/418 (Hintz)
9. Friday 3 ZS 1d/418 (Hintz)

This course is obligatory for first and second semester students (i.e. those who first matriculated in October 2005 or April 2006) as this course will not be offered in WS 2006/2007. 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, to inform on learning materials and techniques.

In the course we will identify both common and individual problem areas, extract vocabulary (words, word groups) from texts, establish both personal and class vocabulary lists, introduce students to computer programmes with authoring facilities as well as concordancing programmes for the identification of lexical features, provide a survey of and 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 and class tests as well as one main exam at the end of the semester. This final exam result will count towards the Preliminary Exam grade. A course pack will be sold in class for €5.

GLC 2 Listening and Speaking

N.B. Priority will be given to higher semester students.

- | | | | |
|--------------|---|------------|-----------|
| 1. Tuesday | 2 | ZS 1c/304b | (Kreutel) |
| 2. Tuesday | 3 | ZS 1c/304b | (Kreutel) |
| 3. Wednesday | 2 | ZS 1c/304b | (Kreutel) |
| 4. Wednesday | 6 | GER/50 | (Park) |

This course is only offered to students of M.A. and *Lehramt* in their second or third semester (B.A. students take this course in their Year Two). 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 GLC 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. With the Basic Level Preliminary Language Exam in mind, we shall also deal with grammatical problems as they occur and translation will be practised. There will be tests in listening, speaking and translation at the end of the semester and the certificate will be given to students on the basis of these tests, the assignments and regular and active attendance in class. The course will involve a variety of assignments as well as one main exam at the end of the semester. This final exam result will count towards the Preliminary Exam grade. A course pack will be sold in class.

GLC 3 Basic Writing

N.B. Priority will be given to higher semester students.

1. Monday 3 ZS 1d/418 (Kreutel)
2. Wednesday 3 ZS 1c/304b (Kreutel)
3. Thursday 3 GER/09 (Stahlheber)

This course is a requirement only for M.A. Majors and *Lehramt Gymnasium/Berufsschule* students and only these students may register online (for B.A. students this is Year Two course only). If you are following a different programme (e.g. M.A. Minor, *Lehramt Mittelschule*, *Angewandte Linguistik*), then please note that you may only participate in this course if the class number is below 15 – please contact the class teacher if you are interested.

This course will teach and practise various types of written tasks and texts, primarily argumentative essays but also formal letters, book and film reviews, summaries, CVs/resumes, as well as some sentence translation from German into English. The course is also intended to help prepare students for the essay section of the Basic Level Preliminary Language Exam. Course materials will be sold in class.

14.2 Advanced Level

You must have passed the full Intermediate Exam (i.e. including the *mündliche Prüfung*) before you may take part in the Advanced Level classes. Please note also that we strongly recommend that students spend their extended period of living in an English-speaking country **before** taking GLC 4 classes. The level of work in the Advanced Level is high and based on the assumption that students have just spent an extended period of living in an English-speaking country. Consequently, if a class is oversubscribed (i.e. more than 24 students wish to take part), priority will be given to those students who (1) have already spent a period of time living in an English-speaking country and (2) are in higher semesters. Due to high student numbers, students will not normally be allowed to take more than two GLC 4 courses. Should you be very keen to take a 3rd GLC 4 course, please contact the course instructor directly in the week before classes start.

GLC 4 Business English

Tuesday 2 ZS 1d/418 (Hintz)

This course is aimed at M.A. students and students of Economics/English who intend to make a career in the business world or teach Economics and therefore need to have a wider grasp of business vocabulary than other specialists. We will use a range of techniques, including simulations, to recreate as far as possible real life business situations. The course will include business writing assignments and translation as preparation for the M.A. and state exams. Materials will be sold in class.

GLC 4 Language for Discussing Psychology

Tuesday 3 ZS 1d/418 (Stahlheber)

This course is designed for students interested in psychology or those studying psychology as their second major or one of their minors, who would also like to achieve the same ease and accuracy of communicating and writing in English on their second subject as in German. Thus, the class will familiarize students both with the English terminology of their subject and with its idioms, syntax, and typical ways of communicating. (This is of particular interest as the American spin-off from Judaeo-Austrian roots, i.e. Freud etc., has taken on a new quality).

Students will present a so-called "thought-of-the-day," i.e. an account of a scene, event or a contemplation to do with behavior, emotion, or thinking, and a focus talk, done in pair work. In addition, there will be a short mid-term and final exam.

The following can only be an extremely brief extract from the list of topics possible in this course: the benefit for humankind of introducing psychology/psychiatry as another medical science and thus of having hospitals targeted to the special needs of psychiatric patients; the roots (Adler, Jung, Freud); neuropsychology; paradox psychology (Paul Watzlawick and his school); the connection between Judaism and psychoanalysis; contemporary schools of psychology: behaviorial therapy, family

therapy, psychoanalysis; flooding & desensitization as treatments of phobias; illnesses/conditions encountered, such as schizophrenia, depression; student counselling; abuse; the 3 tiers: clients, their relatives, and their doctors; salutogenic rather than pathogenic (wellness-oriented) approaches to treatment.

GLC 4 Language for Discussing Current Affairs in GB

Tuesday 5 ZS 1d/418 (Park)

This course will provide reading, writing, speaking, listening and translating practice based on materials drawn up from current events in Great Britain. News reports and other media sources will provide a stock of topics for language practice eg politics, the arts, popular culture, sports and changing lifestyles. Students will be expected to lead a discussion on a topic of current interest in GB. Some translation, vocabulary building and essay assignments will also help prepare students for the final exams. Materials will be distributed in class.

GLC 4 Language and the Media

Tuesday 6 ZS 1d/418 (Park)

This course is intended for students interested in all aspects of modern media. We will look at the special language and journalistic style used in printed, broadcast and on-line media, taking a cross-cultural and historical perspective. This will be the basis of further language work. Issues of political and commercial interference in the media, globalisation and bias will be covered and students will engage in pair/group work and present topics to the class.

GLC 4 Language for Discussing Science and Ecology

Wednesday 3 ZS 1d/418 (Stahlheber)

This class will analyse and practice the language used in science and ecology by having a closer look at video features, typical spoken texts and characteristic written text types in the field. The goal of the class is to enable students to describe the phenomena involved in deforestation, the use of alternative energies, homeopathic medicine, physics, biology, and chemistry, etc. by helping them acquire pertinent text competence, vocabulary, and high-frequency syntactic structures.

Student tasks include (a) a short report, (b) a longer pairwork-based talk, (c) leading discussions, and (d) 250-word abstracts of the presentations given.

GLC 4 Classroom English

Wednesday 4 ZS 1d/418 (Hollingsworth)

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 for discussing topics like pupil errors, culture, classroom surroundings, discipline, the organisation of schools, games, using technical equipment, trips abroad, discussing literature and films etc. We will also discuss how to set up an English-speaking environment in class and general issues in teaching such as PISA.

GLC 4 Language for Discussing Film

Thursday 4 ZS 1d/418 (Kreutel)

Using a variety of important films, this class will discuss aspects such as the adaptations of books, cultural differences in film, the attributes of success and the processes of film-making. The course will involve viewing films outside class and students will prepare talks and discussions in class. Student tasks include: (1) the acquisition of new terminology/vocabulary, (2) the writing of plot summaries, reviews, essays and (3) the presentation of a short paper.

GLC 4 Language for Discussing Women's Studies

Thursday 5 ZS 1d/418 (Stahlheber)

Students taking this class should be interested in women's issues. Topics to be studied will include:

- English terms for female/male physiology
- women's suffrage
- women authors
- gender-based socialisation
- female protagonists in literature
- feminist linguistics
- feminist education
- abortion
- comparable wages
- "The old boys' network"/job politics
- neuro-psychological differences between the sexes
- sports
- feminist theology (discrimination of women in religions and cultures)

Student tasks comprise (1) the introduction of some poem or song lyrics composed and/or sung by a woman, (2) a short report on a current event or a "thought of the day" (e.g. a new play by a female author, or a case of lesbian mothers, gender based hiring policy), and (3) a pairwork-based sophisticated talk and the running of the subsequent discussion, and (4) a 250-word abstract (summary) of the short report and the pair talk.

GLC 5 Advanced Translation

Course requirement: you must have at least one GLC 4 course certificate.

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|-------------|---|-----------|-----------------|
| 1. Tuesday | 2 | SE 2/123 | (Hollingsworth) |
| 2. Tuesday | 3 | SE 2/123 | (Hollingsworth) |
| 3. Thursday | 3 | ZS 1d/418 | (Hollingsworth) |

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 for €4. Every week we shall also be using Cornell and Parkes, *False Friends Book 3*, Englang Books, which will be sold in class for €11 (shop price = €21). Please bring €15 to the first class.

GLC 5 Advanced Essay Writing

Course requirement: you must have at least one GLC 4 course certificate.

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|--------------|---|-----------|---------|
| 1. Wednesday | 2 | ZS 1d/418 | (Hintz) |
| 2. Wednesday | 3 | ZS 1d/418 | (Hintz) |
| 3. Thursday | 1 | ZS 1c/312 | (Park) |

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 M.A. 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 encouraged to write essays for homework and will be required to write 3 test essays. More essay writing practice is offered in courses on *Creative Writing* and *Preparation for Exams* under the options in the Advanced Level. Materials will be sold in class.

15. Electives

(Basic Level and Advanced Level unless otherwise stated)

CALL: Computer-Assisted Language Learning

Monday 2 HSZ/203 (Kreutel)

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 language skills as well as their individual language learning strategies.

Theatre Workshop

Monday 6 WEB/136 (Park)

During the summer semester we will be rehearsing a contemporary British play (*Play On!* by Rick Abbott). There are parts for 3 men and 7 women, so the roles will be allocated on the basis of auditions. We will be meeting Monday 6th and 7th double lessons and Wednesday 7th double lesson as well as having additional meetings at weekends or evenings as necessary. The performance dates will be at the end of June 2006. Anyone wishing to act should make sure they have a lot of time to invest in the project! Students who prefer to be involved in backstage work need only come once a week to the session on Monday 6th.

Preparation for the Exams (Advanced Level only)

1. Tuesday 3 GER/54 (Hintz)
2. Thursday 3 GER/54 (Hintz)

You must have the "Scheine" for GLC 5 Translation and GLC 5 Essay (for Lehramt Mittelschule only the "Schein" for GLC 5 Translation is required) to take this course. Please bring these certificates to the first class to prove your eligibility. The course provides regular practice, tips and training for the state and M.A. 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.

Advanced Level Error Analysis

Tuesday 5 WIL/A 317 (Stahlheber)

This class is a grammar course designed for students in the Advanced Level. Using a contrastive German-English approach, we will pinpoint common errors advanced German students (still) make and will analyze them as to type. Subsequently, we will try to relate them to the larger grammatical and/or lexical categories they belong to and ascertain the cognitive difficulties German students typically have with them. Our

analyses will be based on authentic student papers. There will be exams and quizzes, incl. mini versions of the grammar section of the Intermediate Exam. The class is conceived to empower students to undo/unlearn fossilizations and instead to learn, control and automatize the “correct versions.”

Journal Writing

Tuesday 6 WIL/C 105 (Orrison)

“Think of writing in terms of discovery” (Gertrude Stein) – by employing various styles of writing, e.g. stream of consciousness, essay, poetry and narration, journal writing based on personal observation, perception and reflection of the real as well as the inner world (to include dreams, memories and biographical data), seeks to lead to a more profound understanding of the self. An idea notebook and other suitable tasks in addition to the “journal” will engage the students without fixed sequential steps in a completely organic, creative process.

Basic Level Error Analysis

Wednesday 2 HSZ/401 (Hollingsworth)

This course will concentrate on both the errors made generally by advanced German learners of English as well as the typical, personal errors of each individual student. This will involve areas of language use such as grammar, pronunciation/intonation, lexis, essay writing and translation. Students will have to analyse the errors made in one or more of their essays or academic papers and are expected to record their errors and organise these systematically in a computer file.

JABS Magazine

Wednesday 6 HSZ/E 01 (Hollingsworth)

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 a small team of a maximum of 15 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 a lot of freedom and creativity.

Creative Writing

Wednesday 6 ZS 1d/418 (Stahlheber)

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

instructor and one or two of the students. The booklet might also go on the website of the department's homepage.

Academic Writing

Thursday 2 ZS 1c/304b (Kreutel)

This course aims to familiarize students with the structure of written academic texts for receptive as well as productive purposes and to support the academic writing skills necessary for research papers in the areas of their studies (linguistics, literature, cultural studies and teaching methodology). Using both the individual research papers students have written in these areas as well as class assignments, the emphasis will be put on writing as a process of production, editing, revision and rewriting until the quality of language is at least satisfactory at the university level.

The course is aimed at students in the Basic Level of their studies, but students of the Advanced Level who feel they need extra practice are also welcome to participate.

Film Club

1. Tuesday 7+8 HSZ 403 (Mächler)
2. Thursday 7+8 HSZ 401 (Mächler)

All students are welcome to join the Film Club and come to our weekly film shows. A few students who engage themselves in its organization may get credit for this extra activity. Those students should be interested in films and team work and will have to share the following activities: introduce and show some of the weekly films, produce some writing on Film Club performances, update film library and edit Film Club web site, advertise films in JABS and university magazines, produce and distribute copies of posters/flyers, help with Film Club management.

SiG: 3 KP

Ü: 2 KP

The first Film Club meeting is scheduled for Tuesday, April 4 at 6.30 p.m. in HSZ 403.