

SEMESTERMITTEILUNGEN

SOMMERSEMESTER 2011

GEÄNDERTE VERSION
Stand: 14.04.2011

Englische Sprachwissenschaft und Mediävistik

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

Dr. Göran Wolf

1110	Introduction to Diachronic	Thu (5)	HSZ 304
2110	Linguistics (+ Tutorials)		
2410			
70110			
73110			
73310			

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

In its basic design the class is part of the module "Basics of Linguistics/Medieval Studies" for first year B.A. and B.Ed. students (as an alternative to "Introduction to Synchronic Linguistics").

You will be given an overview of historical developments of the English language. We will cover the fields of phonology, morphology, syntax and semantics from the point of view of their systematic historical developments that have led to Present Day Standard British English and General American. Simultaneously you will be introduced to the basic tools of linguistic analysis and description that are valid both for the synchronic and the diachronic approach.

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

The class may also be chosen by second year B.A. / B.Ed. students (for the "Survey" or the "Complementary Studies" module) if they have not completed the "Introduction to Diachronic Linguistics" as part of their first year "Basics to Linguistics/Medieval Studies.

Accompanying Tutorials:

T 1: Do (6); Zs 1c 325 T 2: Do (7); Zs 1c 325

Alina Markova, M.A.

1120 Medieval England
70120

Tue (3) WIL C 205

Ü 2 KP (“Lektürebezogene Hausaufgabe” in two parts)

When you decided to take up English as one of your B.A. subjects you certainly had a vague idea what to expect. As you will see within the course of your studies this subject has some surprises 'up the sleeve'. One such surprise is Medieval Studies.

This course is designed to make you curious to learn more about a culture which is 1500 to 500 years removed from the present. At a beginner's level you will be introduced to some important historical aspects that shaped this culture. Moreover you will both learn about what makes the Middle Ages so different from our modern culture and what still finds its continuation to date.

Alina Markova, M.A.

1120 Chapter from English Grammar
70120

Mon (3) SE 2 103

Ü 2 KP (“Lektürebezogene Hausaufgabe” in two parts)

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

Susanne Busch, M.A.

**1120 English Words
70120**

Mon (4) WIL A 221

Ü 2 KP (requirements to be announced in class)

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

Have you ever wondered why learning English vocabulary never ends? And why some English words are hard and others easier to figure out? After a short introduction to the “tools” of linguistic study we will have a closer look at the biographies of words: their history (etymology), their meaning (semantics) and their structure (morphology). By asking whether it is really easier for German people to learn English than vice versa, we will also learn about language families. Finally, we will discuss the impact of English as a world language. Previous linguistic knowledge is not assumed. Prerequisites: an interest in Linguistics.

Professor Dr. Ursula Schaefer

2110 Old English Literature and Culture Wed (2) HSZ 401
2410
3110
3410
73110
73310
201110
232110
232120

V + Kl To earn 3 KP the students have to pass the final exam (to take place in the last meeting, July 13, 2011).

V To earn 1 KP regular attendance is required.

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

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

The final exam serves to increase the competence of preparing the knowledge gained in class and through studying the relevant literature in order to handle a given question or a set of such questions in an adequate, principled way.

This lecture series is accompanied by an „**Arbeitskreis**“ (AK/SAG) for Master *Schwerpunktmodul Sprachwissenschaft* (5 KP): **Mon (4), ZS 1, 325**.

Master Students who wish to complete their “Wissenschaftliche Praxis 1” or “Wissenschaftliche Praxis 2” with Professor Schaefer should contact her by email before 1 April.

Dr. Göran Wolf

2120 Introduction to Early Modern Thu (4) HSZ 105
2420 English
73120
73130
73320
73330

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

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

By the end of the class participants will have gained an overview of the main issues of EModE studies. They will be able to assess relevant publications. The presentation will practise the competence to process given research results for an adequate presentation to and discussion with their peers. The research paper will practise the ability to present and discuss a given problem in an adequate, principled way.

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

Diese Lehrveranstaltung bereitet auf die diachrone Klausur Englisch – Sprachwissenschaft zum Staatsexamen Winter 2011 vor.

Dr. Beatrix Weber

2120
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Language in Context

Wed (5) ZEU 147

PS 6 KP (in-class presentation & seminar paper; details will be given in class)
3 KP (in-class presentation; details will be given in class)

In the last few decades, linguists have come to realize more and more that language does not exist in a vacuum but is shaped by the different requirements it has to meet in everyday communication. Spoken language is different from written language, the language of law is different from the language of literature and language use in a conversation with close friends is different from language use in a job interview. In this class, we try to assess these differences from a theoretical as well as practical perspective.

Dr. Beatrix Weber

3120	Adverbs and Adverbials	Thu (5)	ZEU 114
3420			
73510			
73520			
201120			
201130			
201410			
202110			
202410			
232130			
232710			

HS/S 7/8 KP (in-class presentation & seminar paper; details will be given in class)
 3/5 KP (in-class presentation; details will be given in class)

“Ein in vielen Jahrhunderten langsam herangewachsenes, aus gar verschiedenen Bestandtheilen zusammengesetztes Gebilde, wie es das indogermanische Adverbium ist, lässt sich nicht definieren, sondern nur, so gut es eben gehen will, in seiner Entwicklung verfolgen und beschreiben.” (Delbrück 1893: 536)

With members as diverse as *quickly*, *westward*, *yet*, *yesterday*, *often*, *moreover*, *only* or *frankly*, the class of adverbs is indeed most heterogeneous and we may reasonably ask if it is justified to subsume so many functionally as well as semantically different items within a single lexical category. Further problems arise when we consider the interdependence of the formal category ‘adverb’ with the functional category ‘adverbial’.

In this class, we will have a look at adverbs and adverbials in English, compare them to their counterparts in other European languages and discuss their origins, which lie, for the most part, in other word classes.

Prof. Dr. Klaus Dietz

3120 **Geoffrey Chaucer's**
3420 **Canterbury Tales**
73510
73520
201120
201130
201410
202110
202410
232130
232710

Compact GER 39
seminar:
28. März
-02. April

HS/S 7/8 KP (requirements will be announced in class)
 3/5 KP (requirements will be announced in class)

Im Mittelpunkt des Seminars steht das wichtigste und zugleich letzte Werk des bedeutendsten mittelenglischen Dichters. Das Seminar beginnt mit einem knappen Überblick über die mittelenglische Literatur vom 11. bis zum Ende des 15. Jahrhunderts einschließlich der übrigen Werke Chaucers, an den sich eine ebenso knappe Einführung in die sprachlichen Charakteristika Chaucers anschließt.

Das Seminar verbindet eingehende Lektüre und Übersetzung einer ausgewählten Tale (vorzugsweise der Geschichte der Frau von Bath) mit der Erörterung wichtiger Aspekte des Werkes. Dazu gehören Überlieferung, Aufbau und Struktur der Canterbury Tales, die Funktion des General Prologue, der speziellen Prologe und der sogenannten links, die die Tales miteinander verbinden, die unterschiedlichen Erzähler und die von ihnen genutzten Erzählsituationen, die in den Canterbury Tales vertretenen literarischen Gattungen, die französischen, italienischen und sonstigen Quellen Chaucers, die Pilger als Repräsentanten der sozialen Ordnung des spätmittelalterlichen England und die Frage nach Chaucers Publikum.

Alle Teilnehmer erhalten eine ausführliche, zu Beginn des Seminars erläuterte Bibliographie der wichtigsten Sekundärliteratur.
Die Veranstaltung wird in der Woche vom 28.03.-02.04. täglich von 10.00-12.00 Uhr und von 14.00-16.00 stattfinden.

Bitte melden Sie sich per Email unter folgender Adresse an, wenn Sie teilnehmen möchten: goeran.wolf@mailbox.tu-dresden.de.

Prof. Dr. Dr. h.c. Hildegard L. C. Tristram

**3120
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201120
201130
201410
202110
202410
232130
232710**

**Present-Day Varieties of English
in Great Britain and Ireland**

**Compact room tba
Seminar:
18. Juli-
23. Juli**

HS/S 7/8 KP (requirements will be announced in class)
 3/5 KP (requirements will be announced in class)

Die Unterrichtszeiten sind von Montag bis Freitag 9.00-11.00 Uhr und 16.00-18.00 Uhr im HSZ 101, am Samstag 9.00-13.00 Uhr im POT 106.

Alle Teilnehmer erledigen bitte vor Kursbeginn die folgende Hausaufgabe: Verfassen Sie in englischer Sprache einen kurzen Abriß zur Geschichte der sogenannten inneren Kolonien Englands ("The History of England and its Inner Colonies: Ireland, Wales, the Isle of Man, Cornwall and Scotland.")

Umfang für die Aufgabe: ca. 1 Seite DIN A4.

Der Abgabetermin für diese Hausaufgabe ist der 1. Juli 2011. Bitte schicken Sie Ihre Zusammenfassung als doc- oder pdf-Datei per E-Mail an goeran.wolf@mailbox.tu-dresden.de. Bei weiteren Fragen und Anliegen wenden Sie sich bitte ebenfalls an Dr. Göran Wolf.

For participation please register via e-mail: goeran.wolf@mailbox.tu-dresden.de.

Diese Lehrveranstaltung bereitet auf die synchrone Klausur Englisch - Sprachwissenschaft zum Staatsexamen Winter 2011 vor.

Bitte achten Sie auch auf aktuelle Ankündigungen im Internet!

Englische Literaturwissenschaft

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

Professor Dr. Katja Kanzler

**1210 Introduction to Literary Studies Wed (3) WIL C 107
70310**

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

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

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

Bettina Schötz

1220 **Contemporary** **Black** **British Thu (2)** **ZEU 146**
70320 **Literature**
2220
2420
73120
73130

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

Although the beginnings of Black British literature can at least be traced back as far as to the 18th century, it was not until the second half of the twentieth century that authors of African-Caribbean, African or Asian background have increasingly partaken in the literary market of Great Britain. Black British writing has become especially popular throughout the last twenty years, resulting in the current hype around the Black British novel, which has made writers such as Zadie Smith, Andrea Levy or Monica Ali overnight celebrities.

While the enormous commercial success of many Black British novelists in recent years indicates that Black British literature has gained a wide readership both within Britain and internationally, it has simultaneously cast a shadow on Black British writing in other genres.

In order to gain an insight into the diversity of contemporary Black British literature in the course of this seminar, we will deal with both the writings of various poets such as Linton Kwesi Johnson, Jean “Binta” Breeze, Lemn Sissay, Patience Agbabi, and Jackie Kay, as well as short stories written by Hanif Kureishi, Pauline Melville and Diran Adebayo, among others.

Since this course is also aimed at students who have not yet attended the introductory lecture to Literary Studies, we will start off with sessions on how to analyse poetry and narrative texts. Throughout the seminar, students will be asked to employ these (newly) acquired categories and methods in their analyses and interpretations of poems and short stories. Before directing our attention to specific texts, however, we will familiarise ourselves with the respective sociocultural and historical context, and critically reflect on the merits of the highly debated category “Black British Literature.”

All primary literature and key chapters from the relevant secondary literature will be made available in a Reader at the beginning of the summer term. Additional material will be accessible via Moodle.

Wieland Schwanebeck, M.A.

**1220
70320
2220
2420
73120
73130**

British Comedies

Tue (2) JAN 27

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

English humour ranks prominently amongst national stereotypes, and serves as a major foundation for some of the best-known plays in English literary history. English comedies often feature eccentricity, absurd plot constellations, and bitter sarcasm. Despite recurring features, most of us will be hard-pressed for a proper definition of comedy applicable to both Shakespearean plays and contemporary examples. Fittingly, the part of Aristotle's *Poetics* in which he discusses comedy was lost ages ago, adding to the mystery surrounding the genre.

By looking at comedies from different centuries, we not only want to explore the different comic strategies to be found in some classical texts (like puns, slapstick, or witty repartee). The seminar will also provide an introduction to the analysis of drama, including character studies, speech conventions, the classical structure of plays and its modification in the contemporary age. We will refer to the introduction by Vera & Ansgar Nünning (⁴2008), but the course is also aimed at students who have yet to attend the introductory lecture.

We will study the following texts together, which can be linked by the topic of theatre and performance on a meta-level:

- William Shakespeare: *As You Like It*. Ed. Juliet Dusinberre. London: A&C Black, ³2004 (The Arden Shakespeare). [ISBN 1904271227]
- George Bernard Shaw: *Pygmalion: A Romance in Five Acts*. London: Penguin, ⁴2003. [ISBN 0141439505]
- Michael Frayn: *Noises Off!* (1982)

You should have purchased and read Shakespeare's play before the start of the term.

Wieland Schwanebeck, M.A.

**1220
70320
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2420
73120
73130**

The Rise of British Cinema

Wed (6) HSZ E 01

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

Originally frowned upon as “quota quickies”, i.e. cheap entertainment for the working classes and inferior to American and German filmmaking, British cinema has come a long way to claim an identity of its own, establishing a series of directors and immensely enjoyable films in the annals of film history. We want to study some of the most famous and entertaining films of the 1930s and 1940s, covering different genres and styles of filmmaking.

No matter if you look at film as “a multimedial narrative form based on a physical record of sounds and moving pictures” (Manfred Jahn) or, rather idealistically, as “truth 24 times a second” (Jean-Luc Godard), you need to know about elementary categories of film analysis before you can really *read* a film thoroughly and look beneath its surface, adding to the pleasure of watching it. This course is aimed at students who want to learn about the syntax of film and some of its narrative conventions.

Together, we will discuss the following films:

The 39 Steps (Alfred Hitchcock, 1935)

A Matter of Life and Death (Michael Powell & Emeric Pressburger, 1946)

The Third Man (Carol Reed, 1948)

Kind Hearts and Coronets (Robert Hamer, 1949)

Lawrence of Arabia (David Lean, 1962)

We will study classical introductions to film analysis (Monaco, Giannetti, Stam etc.) and familiarise ourselves not only with the technical aspects, but also with theoretical foundations, including the concepts of *mise-en-scène*, montage, the structure of the film plot and others.

The films will be available in an “Audiovisueller Semesterapparat” in the library (*SLUB Mediathek*) at the beginning of the term. Please write an eMail stating your name and library number to wieland.schwanebeck@gmx.de by April 1 if you want to access them.

Professor Dr. Stefan Horlacher

2210 An Introduction to Post-Colonial Wed (3) HSZ 403
2410 Theory and Literature
3210
3410
73110
201210
232310
232320

V 1 KP (requirements to be announced in class)
V+KI 3 KP (requirements to be announced in class)

This lecture provides a comprehensive introduction to the methods and approaches of post-colonial theory. In the first part of the lecture we will discuss what post-colonialism means and how we can define it. In the second part we will concentrate on the main theoretical concepts such as orientalism (Said), knowledge and power (Foucault), hybridity and third space (Bhabha). Other critics considered will be Gayatri Spivak and Frantz Fanon. The third part of this lecture will focus on literary texts by Joseph Conrad, Zadie Smith, Hanif Kureishi, and others.

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

This lecture series is accompanied by an “**Arbeitskreis**” (AK/SAG) for Master *Schwerpunktmodul Literaturwissenschaft* (5 KP): **Wed (7), ZS 1, 325.**

Professor Dr. Stefan Horlacher

3220	Jane Austen: Novels and Films	Tue (3)	GER 39
3420		(compact	
73710		seminar)	
73720			
201220			
201230			
201510			
202210			
202510			
232330			
232910			

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

With *Mansfield Park* (1814) and *Sense and Sensibility* (1811), as well as the respective film versions directed by Patricia Rozema and Ang Lee, we shall be concentrating on two major Austen novels which are nevertheless surprisingly different from each other. After having established the surface content of the novels, we shall ask whether there is a subtextual level of meaning, which the texts only seem to hint at. We shall consider whether *Sense and Sensibility* is essentially a romantic novel, whether it really pushes in the direction of a clear distinction between sense and sensibility and what its attitude towards romantic love is.

In accordance with this approach, we shall read *Mansfield Park* from a feminist and post-colonial perspective, analysing the role of femininity, slavery and patriarchy. Moreover, special attention will be paid to the characterisation of the female protagonist Fanny Price, to the role of the narrative voice, "Aunt Jane", and to the problematic functionalisation of theatricality. Finally, taking into account the concept of British heritage cinema, we shall analyse how far the film versions differ from the novels and which textual aspects they stress.

This seminar will be held as a compact seminar on one weekend in June. In addition to this, there will be introductory sessions during April. Active participation is expected.

The primary texts to be purchased and read before the beginning of the semester are:

- Jane Austen. *Mansfield Park*. London: Penguin Books, 2003.
- Jane Austen. *Sense and Sensibility*. London: Penguin Books, 2003.

This seminar is designed as a compact seminar. This means that the first sessions of the seminar will take place in week two and four. The seminar itself will take place on a weekend (Saturday and Sunday) in June.

Professor Dr. Stefan Horlacher

3220	<i>The End of the Empire?</i>	Thu (3)	GER 52
3420	<i>Postcolonial Short Stories</i>		
73710			
73720			
201220			
201230			
201510			
202210			
202510			
232330			
232910			

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

This seminar intends to give a short introduction into the history of the British Empire and the theories underlying its "justification". Moreover, the seminar will give a short survey of recent developments in post-colonial theory before focussing on exemplary short stories by writers such as W. Somerset Maugham and Joseph Conrad. We will also 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. A syllabus and a bibliography will be available at the first meeting.

Recommended reading:

Robert J. C. Young. *Postcolonialism. A Very Short Introduction*. Oxford: Oxford University Press, 2003.

This course prepares students for the "Schriftliches Staatsexamen: Klausur Englische Literaturwissenschaft" in Winter 2011.

Professor Dr. Stefan Horlacher

201810 **Literature and Theory** **Tue (5)** **HSZ 201**
201820 **(Projektkurs im Master Anglistik**
und Amerikanistik)

S (Master) 5 KP (requirements to be announced in class)

This "Projektkurs" is part of the module "Wissenschaftliche Praxis 1/Scientific Practice 1" (MA-AA1.3) and is linked to the lecture on Post-Colonial Theory and Literature and to the seminar *The End of the Empire*. Students may also join the *Oberseminar* in order to present the results of their research work to a larger group.

Individual consultations will form an essential part of this course and participants will be encouraged to complement and deepen their knowledge of the topics presented in or in relation to the lecture through *independent research*. By arrangement with the lecturer, students are free to choose their own field of studies – literature or postcolonial/cultural studies – with a view to developing their research skills and presenting their findings. An extensive bibliography will be provided at the beginning of the term.

Professor Dr. Stefan Horlacher with Professor Dr. Thomas Kühn

202710 **Oberseminar** **Tue (6)** **ZS 1, 418**
202820

Requirements to be announced in class

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

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

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

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

The first session will take place in the second week.

Kulturstudien Großbritanniens

Bitte beachten Sie, dass der Modulbestandteil „Introduction to British Cultural Studies“ nur im Wintersemester angeboten wird. Die Übungen im 1. Studienjahr, Vorlesung und Proseminar im 2. Studienjahr, Vorlesung und Seminar im 3. Studienjahr sowie alle Sprachlernseminare werden in jedem Winter- und Sommersemester in etwa gleicher zeitlicher Anordnung angeboten. Sie sollten daher eine ausgeglichene Lehrbelastung (ca. 10 SWS pro Fach pro Semester) im Winter- und Sommersemester anstreben.

Professor Dr. Brigitte Georgi-Findlay

1310 Introduction to American Wed (4) ZEU 114
70510 Cultural Studies (+Tutorials)

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

This course is intended for first year B.A. Students as part of the module "Basics of Cultural Studies" and by students of all *Lehrämter*. It will introduce students to the key themes of American studies and will also touch upon issues related to Canada. Among the issues discussed will be: fundamental ideas and institutions, historical developments, and current issues in North American culture. The course is accompanied by a mandatory tutorial in which study skills will be practiced and which helps to prepare students for the final exam.

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

Please note: The Introduction to American Cultural Studies will be offered only in the summer semesters (whereas the introduction to British Cultural Studies will be offered in the winter semesters).

Accompanying tutorials: Time and place will be announced.

Christian Schlemper, M.A.

**1320
70520**

**“These wonderful machines“ –
British transport through the
centuries**

Mon (6) ZS 1, 304a

Ü

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

Transport has always been more than getting people and goods from A to B. The steam trains are the symbol of the Industrial Revolution, Rolls Royce has always been the British epitome of luxury and a stunning reflection of the decadence of the Edwardian years.

The daring British adventurers who took to the air and connected the Empire in the Interwar-years are as strongly connected to the dominant culture of the time as is the Mini to the Britain of the Fifties and the shiny High Speed trains in St. Pancras International to New Labours ambitious vision of ‘Cool Britannia.’

The course takes a closer look at the history of British transport from the 18th to the 21st century. We will analyse articles, study selected biographies and look at the stories around the machines, their inventors and the times they lived in.

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

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

Rita Schwanebeck

**1320
70520**

Classics of British Feminism

Tue (3) SCH A 107

Ü

2 KP (regular & active participation, presentation)

I myself have never been able to find out precisely what feminism is. I only know that people call me a feminist whenever I express sentiments that differentiate me from a doormat or a prostitute. (Rebecca West)

In this seminar we want to explore the concept of feminism by working our way through the different “waves” of feminism, and thereby trace the changes in the professional as well as personal lives of women. We will start with the first feminist writings of Mary Wollstonecraft in the 18th century, consider the suffragettes and Emmeline Pankhurst at the beginning of the 20th century, and also have a look at the Women’s Liberation movement of the 60s. A detour to post-feminism and gender studies will conclude our discussion.

Our aim will be to find out about the backgrounds, aims and methods of these different feminist movements, to compare and evaluate them. This will include excerpts from classic texts such as Mary Wollstonecraft’s *A Vindication of the Rights of Woman* (1792) or Germaine Greer’s *The Female Eunuch* (1970) as well as some post-feminist writings.

A reader with materials will be provided at the beginning of the term.
Please register via e-mail: rita.schwanebeck@gmx.de.

Professor Dr. Thomas Kühn

2310	16th Century English Cultural	Fr (2)	HSZ 304
2410	History		
3210			
3410			
73310			
201310			
232510			
232520			

V + Kl	3 KP (requirements to be announced in class)
V	1 KP (requirements to be announced in class)

Sixteenth Century England can be characterised as a period of transition from the very late Middle Ages to the breakthrough of the Early Modern Period. Dynastically the century sees the rise and end of the Tudor family with five monarchs from Henry VII to Elizabeth I. In foreign political terms it is the time of England's rise to maritime power. Religiously and intellectually the English Reformation and Humanism are key-terms that highlight a specific English development in cultural history. In fine arts, music and literature England starts to contribute very prominently to European culture with a special role of (not only Shakespearean) drama by its mixture of popular and high culture.

It is an age of discoveries – geographical, intellectual, religious, artistic and many others – that has held students of the period in its spell for many centuries.

In this lecture not only will major developments be introduced in an exemplary fashion but they will be also reflected as cultural practices of both the 16th century and its reflection in our early 21st century.

This lecture series is accompanied by an **“Arbeitskreis”** (AK/SAG) for Master *Schwerpunktmodul Kulturstudien* (5 KP): **Wed (7), ZS 1 d, 418.**

Master students who wish to complete their “Wissenschaftliche Praxis 1” with Professor Kühn should contact him by email before 1 April.

Robert Troschitz (Staatsexamen)

2320 **"Every man almost is a builder" - Wed (5) ZS 1, 304a**
2420 **architecture, space and urban**
73320 **experience in 16th century England**
73330

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

In the 16th century, England underwent tremendous changes as far as the built environment is concerned. In this course, we will analyse changes in architecture, space and the urban experience. Our aim is not merely to retell the cultural history of 16th century England with a focus on the built environment, but to investigate how changing ideas and social circumstances shaped the built environment, and how changes in the built environment can produce new social relations and ideas. Topics might include amongst others:

the arrival of the Renaissance

the shift of architectural forces: from the royal buildings of Henry VIII to the Prodigy houses of Elizabeth I

the decline of the defensive castles and the emergence of the great Elizabethan country houses such as Hardwick Hall

the idea of the architect

the dissolution of the monasteries and its effect on the towns

the enclosure movement

the small market town and the incorporation of towns

the building of the town hall and the rise of oligarchy

church buildings and the English Reformation

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

Professor Dr. Thomas Kühn

3220
3420
73710
73720
201320
201330
201610
202310
202610
232530
233110

Thu (5) ZEU 146

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

English food has one of the worst reputations among European cuisines; but England has also the highest density of three-star *Guide Michelin* restaurants world-wide, and 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 while aiming at 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 from the end of March.

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

Professor Dr. Thomas Kühn

3220 **Images of Elizabethan Culture(s)** **Thu (2)** **ZEU 118**
3420
73710
73720
201320
201330
201610
202310
202610
232530
233110

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

“Images of Elizabethan Culture” should be read both literally and metaphorically. In this class, Queen Elizabeth I will serve as the focus of investigation into the cultures of her time on a number of levels: visual, literary and musical; political, religious and social, and, last but not least, the perspective of gender and sexuality in the early modern period.

All these approaches – and some others – might contribute to the construction of a mosaic of a highly fascinating and far from homogeneous period on two levels:

- the level of a historic period and
- the level of our own fascination with it.

On the first level historic sources and secondary literature in a reader will be the material to work with.

The “contemporary” level will be approached with two – possibly three – recent cinema films that are set in the Elizabethan Age.

This course prepares students for the "Schriftliches Staatsexamen: Klausur Großbritannienstudien" in Winter 2011.

Lehrveranstaltungsbeginn 02.05.2011

Dr. Hariprasad Atanickal (Gastprofessor der University of Hyderabad)

3220 Introduction to Indian Cinema: Tue (2) HÜL/S 188

3420 History, Theory and Movements

73710

73720

201320

201330

201610

202310

202610

232530

233110

HS 7 KP (regular, active participation, oral presentation, academic essay)

SiH/S 3 KP (regular, active participation, oral presentation)

1 KP (regular, active participation)

S (Master) 5 KP (regular, active participation, oral presentation, academic paper)

S 8 KP (regular, active participation, oral presentation, research paper)

India is considered to be the largest producer of films in the world. From being a mere recipient of silent films in the early period to the complex production and distribution networks in the contemporary times, India has seen cinema occupying a serious political and cultural place in the popular imaginary.

The course aims to make the students familiar with the major movements in Indian cinema by introducing theoretical debates within Indian film studies on nationalism, state, tradition/modernity, regional identities and fan politics. An extended concern of the course would be to analyse the Indian version of melodrama, the predominant genre of Indian cinema, its politics and global reception.

Lehrveranstaltungsbeginn 02.05.2011

Dr. Hariprasad Atanickal (Gastprofessor der University of Hyderabad)

2320 Introduction to Postcolonialism Mo (3) SCH A 316 a

2420

73320

73330

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

SiG 3 KP (regular & active participation, oral presentation)

1 KP (regular & active participation)

After achieving independence from colonial rulers, the erstwhile colonies tried to shake off the influence of imperialism in various forms and by deploying diverse discursive and political methods. The task of the postcolonial intellectual was principally to rethink the discourse of the West in its representation of the colonies and their people. The political understanding of the state and its various manifestations along with the rifts within and between the regions became part of the method of enquiry. What followed were attempts to understand social and cultural difference in terms of race, ethnicity, region and caste and the intersections between these in the everyday lives of people. History had to be rewritten and sometimes reclaimed, and it had to be done from an inverted perspective and with a method radically different from that of the colonialist. Underlying all these is a unique set of multiple power relationships, that at this moment inevitably, postcolonialism is striving to make sense of.

The proposed course will discuss postcolonialism mainly via three distinct channels of enquiry: history, theory and literature for which we will read the texts mentioned below.

History

Achille Mbembe

On the Postcolony

Benedict Anderson

Imagined Communities

Partha Chatterjee

selections from Nationalist Thought and the Colonial World

Theory

Bill Ashcroft et al

The Empire Writes Back

Edward Said

selections from Orientalism

Frantz Fanon

selections from The Wretched of the Earth

Gayatri Chakravorty Spivak

“Can the Subaltern Speak”

Homi Bhabha

“Narrating the Nation”

Things

Literary Works

Joseph Conrad

Heart of Darkness

Chinua Achebe

Things Fall Apart

Salman Rushdie

Midnight's Children

Arundhati Roy

The God of Small

Professor Dr. Thomas Kühn with Professor Dr. Stefan Horlacher

**202710 Oberseminar
202820**

Tue (6) ZS 1, 418

Requirements to be announced in class

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

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

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

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

The first session will take place in the second week.

Kultur Nordamerikas

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

Professor Dr. Brigitte Georgi-Findlay

**1310 Introduction to American Wed (4) ZEU 114
70510 Cultural Studies (+Tutorials)**

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

This course is intended for first year B.A. Students as part of the module "Basics of Cultural Studies" and by students of all *Lehrämter*. It will introduce students to the key themes of American studies and will also touch upon issues related to Canada. Among the issues discussed will be: fundamental ideas and institutions, historical developments, and current issues in North American culture. The course is accompanied by a mandatory tutorial in which study skills will be practiced and which helps to prepare students for the final exam.

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

Please note: The Introduction to American Cultural Studies will be offered only in the summer semesters (whereas the introduction to British Cultural Studies will be offered in the winter semesters).

Accompanying tutorials: Time and place will be announced.

Alexandra Schein, M.A.

1320 Basic Readings in North American Tue (3) SCH A 215
70520 Cultural Studies
2320
2420
73320
73330

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

This course is intended for first year B.A. students as part of the module "Basics of Cultural Studies." It aims to 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 class page and a reader will be available at the beginning of the semester.

Please note: The "Basic Readings" course will be offered only in the summer semesters.

Professor Dr. Brigitte Georgi-Findlay

2310	American Cultural History 3	Tue (5)	MOL 213
2410	(Civil War to Great Depression)	AK/SAG	ZS 1, 304a
3310		Tue (6)	
3410			
73310			
201310			
232510			
232520			

V + Kl	3 KP (regular attendance and final exam)
V + AK	5 KP(regular attendance of lecture course and <i>Arbeitskreis</i>)
V	1 KP (regular attendance and test)

This lecture course will provide a survey of the main political, social, and cultural developments in a period of American history that may be described by way of the following events and terms: Post-civil war developments (Gilded Age, industrialization, new immigration, ethnic and racial relations); America as empire (Spanish-American War); the Progressive Era; the Roaring Twenties; the Jazz Age; the Harlem Renaissance; the Red Decade; the Great Depression and the New Deal.

Recommended reading: Jackson Lears, *Rebirth of a Nation: The Making of Modern America, 1877-1920* (2009); George Brown Tindall and David E. Shi, *America: A Narrative History* (1993ff).

This lecture is accompanied by an **“Arbeitskreis”** for Master *Schwerpunktmodul Kulturwissenschaft* (5 KP): **Tue (6)**, ZS 1, 304a.

Master Students who wish to complete their **“Wissenschaftliche Praxis 1”** or **“Wissenschaftliche Praxis 2”** with Professor Georgi-Findlay should contact her by email before 1 April.

Professor Dr. Brigitte Georgi-Findlay

2320 Survey of American Culture Mon (3) ZEU 148
2420
73320
73330

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

This survey course is intended for second year B.A. students as part of the module "Survey of English and American Studies". It aims to deepen students' knowledge and competence in American Studies by focusing on basic themes and issues that have defined American history and culture, for example, the role of nature and technology, tourism, regional and urban culture, photography, food and consumption, etc. A reader will be available at the beginning of the semester.

Professor Dr. Brigitte Georgi-Findlay

3320	Topics of American Studies:	Thu (3)	ZEU 114
3420	Imperial America		
73910			
73920			
201320			
201330			
201610			
202310			
202610			
232530			
233110			

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

This course is intended for third year B.A. students as part of the module "Topics of American Studies" as well as for M.A. students. It will be organized around the following questions which have been raised by recent debates within American and Canadian Studies: How can terms such as colonialism, imperialism, decolonization, postcolonialism (usually used in reference to, e.g., Great Britain and its former colonies) be applied to the U.S. and to Canada? How "exceptional" is the U.S.? How "postcolonial" is Canada? Which distinctions do we have to make between "classic" forms of empire and colonialism (e.g., the British Empire) and the forms that imperialism assumes in connection with the U.S. and Canada? These questions do not refer only to issues of foreign policy but also to ethnic and racial relations, settler imperialism, similarities between the American West and European colonies (especially with regard to Native American experiences); "cultural imperialism" (e.g., global expansion of American popular culture).

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

This course prepares students for the "Schriftliches Staatsexamen: Klausur Amerikanische Kultur" in Winter 2011.

Professor Dr. Brigitte Georgi-Findlay / Professor Dr. Katja Kanzler

202710 North American Studies

Mon (6) ZS 1, 325

202820 Colloquium

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, BA, MA, doctoral) and discuss them with fellow students. The colloquium is also a regular forum for talks presented by guest professors.

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

Literatur Nordamerikas

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

Professor Dr. Katja Kanzler

**1210 Introduction to Literary Studies Wed (3) WIL C 107
70310**

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

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

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

PD Dr. Angelika Köhler

1220 **19th Century American Short** **Thu (4)** **ZS 1, 312**
70320 **Stories**
2220
2420
73120
73130

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

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

A Reader with all the texts will be provided at the beginning of the semester.

Professor Dr. Katja Kanzler

2210 **Survey of American Literature I** **Thu (3)** **SCH A 315**
2410 **(Beginnings – Civil War)**
3310
3410
73110
201210
232310
232320

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

V 1 KP (requirements to be announced in class)

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

This lecture is accompanied by an **“Arbeitskreis” (AK/SAG)** for Master *Schwerpunktmodul Literaturwissenschaft* (5 KP): **Thu (6) ZS1, 312.**

Master Students who wish to complete their **“Wissenschaftliche Praxis 1”** with Professor Kanzler should contact her by email before 1 April.

PD Dr. Angelika Köhler

3320 **Slave Narratives and Neo-Slave** **Mon (4) ZS 1, 418**
3420 **Narratives**
73910
73920
201220
201230
201510
202210
202510
232330
232910

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

One of the predominant elements of African American writing is the discourse of slavery. Already before the Civil War slave narratives were the most influential form of Black literary expression. The first slave narratives were published in the 18th century; with the formation of the Abolitionist movement the narratives of former slaves began to reach a mass audience since around the 1830s. These texts are characterized by the dualism of the African American speaker's quest for self representation and the inevitability to meet the requirements of the literary market of a racist social order. Since the Civil Rights Movement of the 1960s, a number of African American novelists have revisited historical moments of slavery and renarrated the experiences of racial oppression from the perspective of the generation who came after. These highly complex so-called "neo-slave" narratives are informed by intertextuality in both form and content with prior texts of slavery, both fictional and autobiographical; still, the main focus of these texts is on the construct of freedom and on the articulation of the male and female speaker as a free and autonomous self--thus being less *neo-slave* but rather *liberating* narratives.

Texts to be discussed:

Narrative of the Life of Olaudah Equiano, or Gustavus Vassa, the African (1789)

"The History of Mary Prince, a West Indian Slave, Related by Herself" (1831)

Narrative of the Life of Frederick Douglass, an American Slave, Written by Himself (1845)

Harriet Jacobs *Incidents in the Life of a Slave Girl, Written by Herself,* (1861)

William Styron *The Confessions of Nat Turner* (1966)

Margaret Walker *Jubilee* (1968)

Ernest J. Gaines *The Autobiography of Miss Jane Pittman* (1971)

Octavia Butler *Kindred* (1979)

Shirley Anne Williams *Dessa Rose* (1986)

PD Dr. Angelika Köhler

3320	The American South:	Mon (5)	ZS 1, 418
3420	(Re-)Constructing a Myth		
73910			
73920			
201220			
201230			
201510			
202210			
202510			
232330			
232910			

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

The 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 (poetry, drama and fiction) written by 20th-century Southern writers who have significantly shaped the history of Southern literature and whose fictional mediations of this region open up new insight into the complexities of the cultural and literary landscape of the American South.

Texts to be discussed:

Allen Tate	“Ode to the Confederate Dead” (1930)
Katherine Anne Porter	From: <i>Flowering Judas and Other Stories</i> (1930)
William Faulkner	<i>The Sound and the Fury</i> (1929) <i>Absalom, Absalom</i> (1936)
Zora Neale Hurston	<i>Their Eyes Were Watching God</i> (1937)
Carson McCullers	<i>The Ballad of the Sad Cafe</i> (1951)
Flannery O'Connor	From: <i>A Good Man Is Hard To Find, and Other Stories</i> (1955)
Walker Percy	<i>The Moviegoer</i> (1960)
Margaret Walker	Selected Poems
Nikki Giovanni	Selected Poems

PD Dr. Angelika Köhler

3320 Willa Cather: Texts and Contexts Wed (3) ZS 1, 418
3420
73910
73920
201220
201230
201510
202210
202510
232330
232910

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

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

Texts to be discussed:

Willa Cather	<i>The Troll Garden</i>	(1905)	
	<i>O Pioneers!</i>	(1913)	
	<i>The Song of the Lark</i>		(1915)
	<i>My Àntonia</i>	(1918)	
	<i>A Lost Lady</i>	(1923)	
	<i>The Professor's House</i>		(1925)
	<i>Death Comes for the Archbishop</i>	(1927)	
	<i>Lucy Gayheart</i>		(1935)
	<i>Sapphira and the Slave Girl</i>		(1940)

This course prepares students for the “Schriftliches Staatsexamen: Klausur Literaturwissenschaft” in Winter 2011.

Professor Dr. Katja Kanzler

3320 Narrative Across the Media: Tue (3) WIL C 206
3420 Television
73910
73920
201220
201230
201510
202210
202510
232330
232910

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

Television has come to figure as one of the major sites of storytelling in today's culture. It is particularly the storytelling in the various forms of television series and serials that has received much scholarly attention in the past few years. It has been discussed in terms of the narrative conventions that seem to control it – conventions of the medium television, of seriality, of genre – but also in terms of its potential for narrative innovation; it has been discussed in terms of its popular appeal, its strategies for appealing to and constructing particular audiences, and in terms of how audiences receive and appropriate television narratives.

In this class, we will explore scholarly concepts and methods for the analysis and interpretation of television narrative, with a focus on the fictional narrative of tv series and serials. The seminar is organized into two sections. A first section of weekly meetings will focus on theories, methods, and scholarly discourses relevant in the discussion of television narrative. In a second section, students will test the productivity of these concepts in case studies of individual American tv narratives. The second section will be held as a compact session toward the end of the semester. Students who wish to participate in the seminar are expected to attend all meetings and to work on a project for the second section.

Details on the scheduling of these sections, as well as potential updates, will be announced on the seminar's homepage (via OPAL) by the end of March.

Professor Dr. Katja Kanzler

3320	(Re-)Considering the American	Thu (5)	HSZ E 03
3420	Renaissance		
73910			
73920			
201220			
201230			
201510			
202210			
202510			
232330			
232910			

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

The literary period known as the “American Renaissance” not only accommodates some of the most classic texts of the American literary canon, it also represents one of the most belabored periods in American literary historiography. F.O. Matthiessen’s study *American Renaissance: Art and Expression in the Age of Emerson and Whitman* (1941) – in which he coined the term “American Renaissance,” arguing that the texts of this period constitute the United States’ declaration of literary independence from Europe – figured among the founding texts of American literary studies. In subsequent decades, the American Renaissance has become a favorite subject of revisionist scholarship, producing such titles as *Beneath the American Renaissance*, *The American Renaissance Reconsidered* or *Reconstituting the American Renaissance*.

In this class, we will explore the ways in which the canon of U.S. Romanticism has been constructed and reconstructed over the last few decades of American literary scholarship. We will read texts that represent the 'classic' American Renaissance along with texts that have more recently come to the attention of literary scholarship, and explore some of the critical discourses by which these have been discussed.

Details on the texts to be discussed will be announced on the seminar’s homepage (via OPAL) by the end of March.

This course prepares students for the "Schriftliches Staatsexamen: Klausur Amerikanische Literaturwissenschaft" in Winter 2011.

Professor Dr. Katja Kanzler / Professor Dr. Brigitte Georgi-Findlay

202710 North American Studies

Mon (6) ZS 1, 325

202820 Colloquium

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, BA, MA, doctoral) and discuss them with fellow students. The colloquium is also a regular forum for talks presented by guest professors.

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

Englische Sprache und Literatur und ihre Didaktik

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

Professor Dr. Andreas Marschollek

71310	Reflected Practice of Teaching English – Introduction	Mon 4 Wed 3	BEY 154 MER 02
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EK+Ü *Lehramt: 4/2 KP (requirements to be announced in class)*
 B.Ed./M.A.: PL: Klausur

This combined course provides an insight into the variable factors and processes involved in teaching English as a foreign language. Participants are encouraged to reflect on how these can be controlled by the teacher in order to facilitate the development of intercultural communicative competence. Opportunity is provided to integrate theoretical perspectives with practical learning and teaching experience.

Target groups

- *Lehramt: Grundstudium*
- *B.Ed. ABS/BBS: 1st part of the module "Reflected Practice of Teaching English"*
- *M.A. Wirtschaftspädagogik: 1st part of the module "Fachdidaktik Englisch WP"*

Registration

Previous registration is required. For details, please check the homepage of *Englische Sprache und Literatur und ihre Didaktik*.

Recommended reading

Müller-Hartmann, Andreas & Schocker-v. Ditfurth, Marita (2010). *Introduction to English Language Teaching*. Stuttgart: Klett.

Sabine Reiter, Dr. Carmen Weiss

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

(4x Reiter: Grundsch. / Mittelsch. / Gym.)
(4x Weiss: Gym. / Berufsbildende Schule)

SPÜ *Lehramt*: 3 KP (requirements to be announced in class)
B.Ed.: PL: *Lehrprobe*

In a weekly teaching practice at school students will observe, prepare, teach and analyse their own classes in small groups to develop their proficiency in teaching. This course is accompanied by a seminar ("Reflected Practice of Teaching English - Seminar") which is mandatory for all *Lehramt* participants in *Schulpraktische Übungen* and which may be attended by B.Ed. participants as the third part of the module "Reflected Practice of Teaching English".

Target groups

- *Lehramt*: Hauptstudium
- B.Ed. students: 2nd part of the module "Reflected Practice of Teaching English"

Registration

Previous registration is required. For details, please check the homepage of *Englische Sprache und Literatur und ihre Didaktik*.

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

Recommended reading

Harmer, Jeremy (2007). *How to teach English*. Harlow: Pearson.
Harmer, Jeremy (2007). *The practice of English language teaching*. Harlow: Pearson.
Richards, Jack C. & Renandya, Willy A. (2002). *Methodology in language teaching: An anthology of current practice*. Cambridge: CUP.

Sabine Reiter, Dr. Carmen Weiss

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

Grundschule / Mittelschule / Gymnasium (focus on young learners 8-13) (S. Reiter)	Wed (2)	ZS1, 304a
Gymnasium (focus on secondary level I/II) (S. Reiter)	Wed (3)	ZS1, 304a
Gymnasium / Berufsbildende Schule (C. Weiss)	Mon (3)	ZS 1, 304a

PS *Lehramt*: 1 KP (requirements to be announced in class)
S B.Ed.: PL: *Präsentation*

The course provides a platform for presenting and discussing the practical experiences in *Schulpraktische Übungen* with reference to selected aspects of foreign language teaching. Thus it supports participants both in dealing with issues coming up in daily classroom situations and in deepening their theoretical understanding of learning and teaching processes.

Target groups

- *Lehramt: Hauptstudium*: mandatory for participants in *Schulpraktische Übungen*
- B.Ed. students: 3rd part of the module "Reflected Practice of Teaching English"

Registration

Previous registration is required. For details, please check the homepage of *Englische Sprache und Literatur und ihre Didaktik*.

Professor Dr. Andreas Marschollek

230110 *Developing Autonomy in Language Wed (4) HSZ E 03*
230120 *Learning*

HS/SiH *Lehramt: 7/3/1 KP (requirements to be announced in class)*
S *M.Ed./M.A.: PL: Präsentation*

This seminar explores ways of organizing complex learning processes in English classes. A special focus will be on supporting learners in taking over increasing responsibility for their individual learning processes.. We will analyze the respective theoretical background and transfer it to the classroom by planning and reflecting on exemplary projects tailored to the needs and potentials of different age groups - ranging from young to adult learners.

Target groups

- *Lehramt: Hauptstudium*

- *M.Ed. GY/BBS: 1st part of the module "Fachdidaktik Englisch"*

- *M.A. Wirtschaftspädagogik: 2nd part of the module "Fachdidaktik Englisch WP"*

This seminar prepares students for *Blockpraktikum B*.

Registration

Please register for the seminar in our first meeting.

Professor Dr. Andreas Marschollek

230110 Language Teaching with Literary Mo (5) HSZ 105
230120 Texts

HS/SiH *Lehramt: 7/3/1 KP (requirements to be announced in class)*
S *M.Ed./M.A.: PL: Präsentation*

This seminar explores ways of organizing complex learning processes in English classes. A special focus will be on working with literary texts. We will analyze the respective theoretical background and transfer it to the classroom by planning and reflecting on exemplary projects tailored to the needs and potentials of different age groups - ranging from young to adult learners.

Target groups

- *Lehramt: Hauptstudium*
 - *M.Ed. GY/BBS: 1st part of the module "Fachdidaktik Englisch"*
 - *M.A. Wirtschaftspädagogik: 2nd part of the module "Fachdidaktik Englisch WP"*
- This seminar prepares students for *Blockpraktikum B*.

Registration

Please register for the seminar in our first meeting.

Recommended reading

Marshall, James Vance (1959). *Walkabout*. Stuttgart: Reclam.

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

Dr. Carmen Weiss

Content and Language Integrated Learning Tue (3) BEY 118

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

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

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

Target groups

- *Lehramt: Hauptstudium*

This seminar prepares students for *Blockpraktikum B*.

Registration

Please register for the seminar in our first meeting.

Sprachlernseminare

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

Sandra Erdmann, M.A.

David Hintz, M.A.

1410	Year 1: B.A.-SLK, B.Ed.	Tue (3)	SE2, 123 (SE)
70730	Pronunciation and Intonation (SE	Tue (4)	SE2, 123 (SE)
70740	= British English; DH = American English)	Wed (3)	ZS1, 325 (DH)
		Fr (2)	GER 50 (DH)

Sprachlernseminar 3 KP

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

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

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

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

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

Prerequisites: The Entry Test must have been passed.

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

1420	Year 1: B.A.-SLK, B.Ed.	Mon (3)	SE1, 201 (ES)
70710	Grammar	Tue (2)	ZS1, 325 (DH)
		Wed (2)	ZS1, 325 (DH)
		Thu (3)	SE1, 201 (ES)

Sprachlernseminar 3 KP
Requirements: Final Exam

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

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

Materials for Ms Stahlheber’s classes can be downloaded – the address will be given in class. Some handouts may be distributed in class, for which a charge of €00.50 will be collected at the beginning of the semester.

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

Prerequisites: The Entry Test must have been passed.

David Hintz, M.A.

1430 **Year 1: B.A.-SLK, B.Ed.**
70720 **Vocabulary**

**Web-
based
course**

Sprachlernseminar 2 KP
Requirements: Final Exam

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

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

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

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

Prerequisites: The Entry Test must have been passed.

Keith Hollingsworth, M.A., PGCE

70930 Year 2: B.Ed.

Tue (2) ZS1, 418

70940 Developing Skills Abroad

Tue (3) ZS1, 418

Sprachlernseminar 5 KP

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

This course aims (1) to help students become aware of their own errors and weaknesses and help them to improve, and (2) to highlight the typical errors learners make and discuss ways of explaining and overcoming these errors. (3) to prepare students for an extended residence in an English-speaking country.

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

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

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

Materials can be bought in the first meeting: *The Mistakes Clinic* by G. Parkes (€ 12.50), and photocopied course materials (€2,00) – please bring (€14.50) to the first meeting.

Prerequisites: Year 2 B.Ed. students

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

70910	Year 2: B.Ed.	Wed (2)	ZS1, 418 (KH)
70920	Classroom English	Wed (3)	SE1, 201 (ES)

Sprachlernseminar 3 KP

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

This course must be taken by all year 2 B.Ed. students before their teaching practice (SPÜ, in semesters 4 or 5). This course will concentrate on learning and practising the language needed for conducting lessons in English. Half of the seminars will focus on the language required for discussing topics like equipment, classroom surroundings, the organisation of class activities, correcting language errors, explaining new words, discipline, games, technical apparatus etc. Homework exercises aim to reinforce and practise the vocabulary and structures presented.

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

Prerequisites: Year 2 B.Ed. students

Sandra Erdmann, M.A.
Ande Milligan, B.A.

2510	Year 2: B.A.-SLK, (B.Ed.)	Mon (3)	MER, 01
71110	Year 3: B.Ed.	Wed (2)	(AM)
71120	Listening and Speaking	Wed (3)	SE2, 123 (SE) SE2, 123 (SE)

Sprachlernseminar 3 KP

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

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

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

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

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

Eva Stahlheber, M.A.

2520	Year 2 B.A.-SLK, (B.Ed.)	Wed (7)	SE1, 201
71130	Year 3 B. Ed.	Web-	
	Reading	based	
		course	

Sprachlernseminar 2 KP
Requirements: Final Exam

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

This course will run with a web-based format, whereby students will not meet at a regular time in weekly seminars but will be organised and given tasks online by the instructor. There is no limit to student numbers. Materials for this course can be downloaded – the address will be sent to you after registration.

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

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

Keith Hollingsworth, M.A., PGCE

Ande Milligan, B.A.

Eva Stahlheber, M.A.

2530 Year 2: B.A.-SLK

71140 Year 3: B.Ed.

Writing

Mon (4) ZS1, 304a

Mon (5) (AM)

Wed (4) SE1, 201 (ES)

Thur (5) ZS1, 418 (KH)

SE1, 201 (ES)

Sprachlernseminar 3 KP

Requirements: Final Exam

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

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

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

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

Keith Hollingsworth, M.A., PGCE

3510 B.A.-SLK, Mon (2) ZS1, 304a

**3520 Advanced Level Elective: Lehramt,
Magister**

JABS Magazine

Sprachlernseminar 3 KP

Requirements: B.A.-SLK (1) Written Exam – 50%
(2) Presentation – 50%

Elective: regular involvement, publishing or
organising

In SS 2011 this course is offered as both as an Option in Year 3 of the B.A.-SLK programme, as well as an Elective to *Magister* and *Lehramt* students in their Advanced Studies. Note that normally students may only take 2 courses at this level (year 3/GLC 4) – if you want to take this course as an extra or as a B.Ed student, please ask the course instructor.

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

Prerequisites: Matriculated for *Magister* and *Lehramt*

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

Sandra Erdmann, M.A.

3510	Year 3: B.A.-SLK	Mon (5)	HSZ, 101/U
3520	GLC 4 Lehramt/Magister	Mon (6)	HSZ, 101/U
	Theatre Workshop	Mi (4)	ZS1, 419

Sprachlernseminar 3 KP

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

This course is offered to Year 3 B.A.-SLK students and as a GLC 4 course to (old) *Lehramt* students and *Magister* students who have passed the *mündliche Prüfung* of the Intermediate Exam. Note that normally students may only take 2 courses at this level (year 3/GLC 4) – if you want to take this course as an extra or as a B.Ed student, please ask the course instructor. In this course (Mo 5. D.S.) we will be practising some basic acting and directing techniques, as well as pronunciation, intonation and voice projection. A presentation in the form of a public performance will be organised for the end of the semester. Students who do not wish to act will be required to be involved in directing and producing these performances. Mo 6. D.S. will be used for intensive practice with the instructor and rehearsing for a public performance.

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

Eva Stahlheber, M.A.

3510 Year 3: B.A.-SLK Tue (3) SE1, 201
3520 GLC 4 Lehramt/Magister
Computer-Assisted Language
Learning

Sprachlernseminar 3 KP

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

This course is offered to year 3 B.A. students, and as a GLC 4 course to *Lehramt* (non-B.Ed.) students who have passed the *mündliche Prüfung* of the Intermediate Exam. Note that normally students may only take 2 courses at this level (year 3/GLC 4) – if you want to take this course as an extra or as a B.Ed student, please ask the course instructor.

Initially, we will explore and analyze the benefits of various interactive e-learning websites and other internet-based communication services. Using the in-class computers, we will then proceed to research and review a number of subjects on the net, e.g. online dictionaries, “aspect”, “inversion”, word formation patterns, idioms & proverbs. The question of people’s individual learning styles (haptic, visual, social, solitary, computer-based, etc., or combinations thereof) is eventually addressed in a self-analysis essay. All of these activities are intended to contribute to improving students’ overall computer and language skills as well as their individual language learning strategies.

The greatest workload will go to the final group project which is an e-learning website that students have to devise themselves. Students can pick their own topics (e.g. British food, first-semester orientation, The Olympics, etc.). The process of designing and editing the site is performed with a freeware WYSIWYG html editor (e.g. Kompozer or Nvu), also incorporating photos, audio files, video files, and exercises assembled with the well-known interactive freeware of “HotPotatoes.” At the end, students will upload their project site files to their TU web spaces, where they can be found in a browser by using the typical URL of “www.pub.zih.tu-dresden.de/~s98765431/index.html”. will Students participating in this course are expected to be willing to expend sufficient time on outside-of-class practice and project work.

Class Materials: home computer, USB key, internet access outside of class, a well-working printer, willingness and motivation to spend great blocks of time on understanding and working out computer and language problems both didactically and technologically. **Requirements:** Active in-class participation, weekly CALL logs, a presentation of an English e-learning website, and a group project to be uploaded onto students’ TU server spaces, involving a topic homepage leading to language learning audio files, video files, and interactive Hot Potatoes exercises.

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

Eva Stahlheber, M.A.

3510 Year 3: B.A.-SLK
3520 GLC 4 Lehramt/Magister
Creative Writing

Tue (5) HSZ, 103/SE1,
201
(alternate weeks :
week 1 in
HSZ,103)

Sprachlernseminar 3 KP

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

Creative Writing varies very much from typical academic classes in that it taps into people's emotional and subconscious sides. In this course, we will tackle 15 different forms, one each week, that are to be "filled" or "adapted" with students' own ideas, experiences, and imagination: a translation of a Rilke, Kaléko, or otherwise poem, a limerick, a clerihew, a crossgender short story, a declaration (like the US's of Independence), a dialogue with your bike or sink, a self-devised advertisement for your bed a.o., an obituary (serious or parodic), an epitaph, an ode, a eulogy (parody or serious laudation), a takeoff/parody, a sonnet, a terza rima, a biobibliography, and a villanelle.

Each week, the instructor will start the lesson by introducing the new form that is to be done for the following week, then everyone's products/work will be viewed on the wall entire via projection from the data projector (beamer). Mutual trust will inform the appreciation and feedback from the class and from the instructor in this procedure. In the final part of the lesson, one student makes a presentation of one or two pieces of their work. The teacher's pre-given questionnaire will help them be prepared to relate their motivation for the pieces, to point out the rhetorical devices used, and to explain the meter, rhyme scheme, and cadence of their poem(s). Two or more students will be asked to be the editors of the semesterly booklet that the Creative Writing workshop publishes; since SS 2010, a tradition has been started of also publishing the class's work online. This editing work is a good item to show for on students' CVs or résumés. In the last week of classes, students are called upon to bring an individually designed folder with the entirety of their work from the semester.

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

David Hintz, M.A.

201710	Master	Thu (2)	GER, 50
201730	M.Ed.	Thu (3)	GER, 50
201720	Lehramt, Magister		
201740	GLC 5 Advanced Translation		
230310			
230320			

Sprachlernseminar 3 KP

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

M.Ed.: Written Exam

Lehramt, Magister: Classwork, homework and
Tests

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. This course is also intended to be the main preparation course for the translation part of the Preliminary Exam for *Magister* students and the First State Exam for *Lehramt*. A course pack will be sold in class.

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

Sandra Erdmann, M.A.

201710	Master	Thu (2)	ZS1, 418
201730	M.Ed.	Thu (3)	ZS1, 418
201720	Lehramt, Magister	Thu (4)	ZS1, 418
201740	GLC 5 Advanced Essay Writing		
230310			

Sprachlernseminar 3 KP

Requirements:

Master-SLK: (1) Written Exam – 50%

(2) Presentation – 50%

M.Ed.: Written Exam

Lehramt, Magister: Classwork, homework and tests

This course will develop the work of the B.A./B.Ed. Basic Writing course and provide practice in writing discussion essays. 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. More essay writing practice is offered in courses on Preparation for Exams under the options in the Advanced Level. Materials will be sold in class – please bring € 4, 00 to the first meeting.

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

David Hintz, M.A.

**Advanced Level Elective:
Lehramt, Magister
Preparation for Exams**

Tue (3) ZS1, 325

Sprachlernseminar 3 KP

Requirements: Classwork, homework and tests

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

Lehramt - 1. Staatsprüfung: February/March and September

Magister - Sprachpraktische Vorprüfung: May and November

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

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

Sandra Erdmann, M.A.

**Theatre Practice
Remedial Skills Development**

ZS 1, 419

Übung

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

David Hintz, M.A.

Remedial Skills Development

ZS 1, 431

Übung

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

Eva Stahlheber, M.A.

Remedial Skills Development

ZS 1, 429

Übung

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