

SEMESTERMITTEILUNGEN

***WINTERSEMESTER 2011-12***

Stand: 05.10.2011

## **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. Beatrix Weber**

<b>1110</b>	<b>Introduction to</b>	<b>Thu (5)+</b>	<b>HSZ 401</b>
<b>70110</b>	<b>Synchronic Linguistics</b>		
	<b>(+Tutorials)</b>	<b>Thu (6)</b>	<b>ZS 1b, 228</b>
			<b>ZS 1c, 304b</b>
			<b>ZS 1e, 501</b>
			<b>GER 50</b>
		<b>Thu (7)</b>	<b>ZS 1c, 304a</b>
			<b>ZS 1c, 304b</b>

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)  
3 KP (details will be given in class)

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

**Susanne Busch, M.A.**

**1120  
70120**

**English Words**

**Mon (4) ZEU 118**

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.

**Alina Markova, M.A.**

**1120  
70120**

**Structures of English**

**Thu (2) KÖN/FARB/E**

Ü

2 KP (“Lektürebezogene Hausaufgabe” in two parts)

This course is addressed to students interested in contemporary English, especially in a detailed analysis of English sentence structure (*syntax*). Due to the reason that 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.

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.

**Dr. Göran Wolf**

**1120  
70120**

**Medieval England**

**Tue (4) ZEU 148**

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.

**Prof. Dr. Ursula Schaefer**

**2110                      Language and Ideology                      Wed (2)    POT 361**  
**2410**  
**3110**  
**3410**  
**73110**  
**73310**  
**201110**  
**232110**  
**232120**

V/Kl                      To earn 3 CP the students have to pass the final exam (to take place in the last meeting, February 1, 2012).  
V                              To earn 1 CP regular attendance is acquired.

The lecture will deal with the relation of *language* and *ideology* in three different constellations: (1) "Ideology in Language", (2) "Ideologies about Language" and (3) "Ideological Linguistics?". A hard-boiled linguist could object that constellations (1) and (2) are of no concern for linguistics proper, and that constellation (3) – if it can be found at all – should be regarded as a regretful slip. However, for one, things are not that simple and second, all the constellations named should concern the linguists as they have the disciplinary means and tools to distinguish linguistic 'myths' from linguistic 'facts', ideological inferences from objective description, natural linguistic change from surmised 'linguistic decay' etc. And, last but not least, they should be able to look into the history of their discipline and identify where it has served overt or covert purposes that may be identified as ideological.

According to these preliminary deliberations the lecture will discuss the three constellations just mentioned from the linguist's point of view and thereby try and tune the students' understanding for the topics in question. By the end of the lecture the students should have critically become aware of the issues discussed and be in the position to identify and analyze related issues when they meet them.

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.

The class-roster will be posted on the "Anglistische Sprachwissenschaft" homepage by August 1, 2011.

**Die Vorlesung bereitet auf die synchrone Klausur Sprachwissenschaft zum Staatsexamenstermin Winter 2012 vor.**

This lecture is accompanied by an "**Arbeitskreis**"/"**Studentische Arbeitsgemeinschaft**" for Master Schwerpunktmodul Sprachwissenschaft (5 KP): **Thu (3) SE 2, 103.**



**Dr. Göran Wolf**

**2120**                      **Linguistic Landscape: Ulster**                      **Tue (2)**      **ZEU 148**  
**2420**  
**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)

This course will introduce participants to Ireland's odd province. Most of all, the course is intended to introduce the linguistic setup in the North of Ireland. We will get to know Belfast and Derry English, two distinct urban varieties of Irish English. Also, we will get to know Ireland's only urban Gaeltacht and the hamely tongue, Ulster Scots. However, the northern stretch of the island is certainly more than that. It is a contrary region which is difficult to understand because of a complexity hardly found anywhere else in Britain and Ireland. That is why this course also seeks to provide some understanding of the faceted cultural and literary life in the North.

By the end of the class participants will have gained an overview of the main issues related to Northern Ireland. They will be able to assess relevant publications and resources. Written assignments will practise the competence to process given research results and the ability to present and discuss a given problem in an adequate, principled way.

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

The course is accompanied by the optional course Ulster in Film (Tue (7), ZS 1, 418). It is there where we will watch films such as *In the Name of the Father*, *Hunger*, *Bloody Sunday*, *Some Mother's Son* or *Five Minutes of Heaven*. Some of these lend themselves to discussing life in Northern Ireland (and the English language spoken in this region).

**Dr. Beatrix Weber**

**3120**                      **History of Linguistics**                      **Wed (5)    HSZ 103**  
**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 (details will be given in class)

Strictly speaking, linguistics is a comparably young scientific discipline. Its ultimate roots, however, go back to Ancient Greece. When Plato distinguished onoma from rhema, he laid the foundation for what we know as syntax. Apart from that, classical rhetoric, grammar and philology may be seen as ancestors of modern linguistics. This course will explore the history of linguistics from the very roots to its modern paradigms such as Structuralism, Generative Grammar and Cognitive Linguistics.

**Prof. Dr. Klaus Dietz**

<b>3120</b>	<b>Historische englische Lexikologie und Wortbildung</b>	<b>BLOCK- VERAN- STALTUNG</b>	<b>GER 39</b>
<b>3420</b>			
<b>73510</b>			
<b>73520</b>			
<b>201120</b>			
<b>201130</b>			
<b>201410</b>			
<b>202110</b>			
<b>202410</b>			
<b>232130</b>			
<b>232710</b>			

HS/S                      7/8 KP (details will be given in class)  
                                 3/5 KP (details will be given in class)

Im ersten Teil des Seminars wird die Entwicklung des englischen Wortschatzes behandelt. Im Mittelpunkt stehen das Verhältnis von Erb- und Lehnwörtern und die wichtigsten Schichten des Lehngutes: die Rezeption lateinischer Lehnwörter im Alt-, Mittel- und Frühneuenglischen, der Transfer skandinavisches Lehngutes im Spätmittelenglischen und die Aufnahme französischer Lehnwörter im Mittel- und Frühneuenglischen. Der zweite Teil gilt der historischen Analyse der wichtigsten im Englischen produktiv gewordenen oder gebliebenen Wortbildungsprozesse, Präfigierung, Suffigierung, Komposition und Nullableitung (Konversion) sowie der morphologischen Eingliederung des romanischen Lehngutes.

Der Unterricht wird täglich von 10 bis 18 Uhr stattfinden.

**Prof. Dr. Dr. hc. Hildegard L. C. Tristram**

<b>3120</b>	<b>From Flexible to Fixed Wordorder</b>	<b>BLOCK-</b>	<b>tba</b>
<b>3420</b>	<b>- Aspects of Syntactic Change</b>	<b>VERAN-</b>	
<b>73510</b>		<b>STALTUN</b>	
<b>73520</b>		<b>G</b>	
<b>201120</b>		<b>06. 02. -</b>	
<b>201130</b>		<b>12. 02.</b>	
<b>201410</b>		<b>2012</b>	
<b>202110</b>			
<b>202410</b>			
<b>232130</b>			
<b>232710</b>			

S                    7/8 KP (details will be given in class)  
                         3/5 KP (details will be given in class)

Possibly due to repeated language contact scenarios, during the last 1500 years the English language changed from a relatively flexible order of words within the sentence to a – with one exception – fixed SVO order of words. This entailed a number of collateral grammatical changes, so that today English is a predominantly analytical language, easy to acquire for the ab initio learner. Because of its drastic reduction of grammatical complexity, the language easily serves global communication purposes. In this course, we will study the types and categories of the grammatical simplification of English as well as a number of current theoretical approaches which attempt to account for the reasons of this drastic change.

## **Englische Literaturwissenschaft**

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

**Wieland Schwanebeck, M.A.**

**1210            Introduction to Literary Studies            Wed (4)    HSZ 201  
70310**

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

This lecture provides a comprehensive introduction to the methods of literary analysis and concepts of literary theory. It will introduce students to the basic elements of the major literary genres (narrative fiction, poetry, drama) and major critical texts which inform literary studies today.

Special attention will be paid to questions such as:

What is literature? What are the main genres? How do literary conventions work? How do we interpret literary texts? How do different methods of textual analysis work and why do we need them? What are story, plot, point of view, setting and theme? What do we understand by focalisation, mimesis and diegesis and how do these categories interact to create meaning? In addition, we will put emphasis on the diverse methods of interpretation, applying different concepts to a number of examples from British literary history.

Accompanying Tutorials:

The introductory course is accompanied by a mandatory tutorial (1 h per week).

The specific time slots will be announced at the beginning of the term.

Please buy:

Vera and Ansgar Nünning: *An Introduction to the Study of English and American Literature*. Stuttgart: Klett, 2008.

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

**Wieland Schwanebeck, M.A.**

**1220**                    **“I liked the book better”:**                    **Wed (6)    HSZ 301**  
**70320**                    **Adapting literary texts**  
**2220**  
**2420**  
**73120**  
**73130**

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

Very often, discussions about film adaptations of literary texts are limited in scope: “Was the film ‘faithful’ to the novel?” – “Was there anything ‘missing’ from the book?” – “Did the actor look like the protagonist I imagined?” etc. By studying elementary categories of narratology and film analysis, we want to approach the concept of adaptation in more detail and look at the many different forms it can take.

The first part of the seminar will introduce students to these concepts and categories of analysis by studying one example together, *The Talented Mr. Ripley* by Patricia Highsmith, of which there are two film versions which emphasise quite different aspects of the book (René Clement’s *Plein Soleil* 1960; Anthony Minghella’s *The Talented Mr. Ripley* 1999).

In the second part of the seminar, the students will form groups dealing with individual case studies of adapting literary texts, including different cases like unreliable narration in literature and film; blockbuster film-making; or the conventions of genre film.

Please buy and read:

Patricia Highsmith, *The Talented Mr. Ripley*. New York; London: Norton, 2008. [ISBN 9780393332148]

The two existing film adaptations of Highsmith’s novel will be available to watch in the SLUB (“Audiovisueller Semesterapparat”) at the beginning of the winter term. If you want to access them, please write an eMail stating your **name** and **SLUB account number** to [wieland.schwanebeck@gmx.de](mailto:wieland.schwanebeck@gmx.de).

**Bettina Schötz**

**1220**                      **Oliver Twist: Novel and Film**                      **Tue (2)**    **ZEU 147**  
**70320**  
**2220**  
**2420**  
**73120**  
**73130**

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

The author of numerous stories, 15 novels and several Christmas Books, Charles Dickens (1812-1870) is frequently considered “the most versatile and compelling writer of the Victorian age” (Stephen Gill). Undertaking successful reading tours across Britain, the Continent and America as early as in the middle of the 19<sup>th</sup> century, the writer has also been described as the first “pop star” in the history of English literature.

Even though *Oliver Twist; or, The Parish Boy's Progress* is Dickens's second novel and was first published in book form in 1838, it is amongst his most famous works of literature and continues to fascinate readers all over the world. Thus, the novel has inspired various adaptations for the stage and the screen, including a highly successful musical.

In the course of this seminar, we will first scrutinise the novel *Oliver Twist* in its sociocultural and historical context with regard to its distinctive features before directing our attention to two popular film adaptations. Having studied the widely praised yet controversial *Oliver Twist* (1948) by the eminent English film director David Lean, we will analyse and interpret Roman Polanski's recent screen adaptation of the novel, *Oliver Twist* (2005).

This course is also aimed at students who have not yet attended the introductory lecture to Literary Studies. In studying the novel and the two films closely, we will practise the precise application of the categories and methods necessary for any analysis and interpretation of narrative texts. Furthermore, we will familiarise ourselves with the basics of adaptation studies.

You are expected to have read Charles Dickens's *Oliver Twist* before the beginning of the winter term.

Please purchase:

Dickens, Charles, *Oliver Twist*, ed. by Kathleen Tillotson, Oxford World's Classics, Oxford: OUP, 2008.

All additional material will be made available online.

The two film adaptations of *Oliver Twist* we discuss in class will be available to watch in the SLUB (“Audiovisueller Semesterapparat”). If you want to access them, please write an email stating your **name** and **SLUB account number** to Bettina.Schoetz@mailbox.tu-dresden.de.

**Mirjam Frotscher, M.A.**

**1220                      Raging Men, Monstrous Girls and    Thu (4)    HSZ E 05**  
**70320                     Divided Stages:**  
**2220                     An Introduction to British Theatre**  
**2420                     in the 20th Century**  
**73120**  
**73130**

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

Britain in the twentieth century underwent a series of sweeping changes that altered the social and cultural make-up of the country for ever. Two World Wars, the end of the Empire, improvements in health, wealth and education, the birth of the teenager and pop culture and Thatcherism all left their mark on the people and the nation. Unquestioning obedience gave way to anger, disillusionment and criticism of the powerful classes whose values had traditionally determined society. These new attitudes and values are mirrored in the rich diversity of British theatre in the twentieth century.

This course will present a survey of the main influences in theatre during the period in question. We will begin with the social dramas of George Bernard Shaw, move on through the devastating effects of the First and Second World Wars, which provided the material for the expressionist works of playwrights such as John Arden, and finally focus on the rise in importance of the working classes as reflected in the social realism of the Angry Young Men (John Osborne) and the kitchen sink drama of the 1950s and 60s. We will also consider the wide range of experimental theatre (feminist theatre: Caryl Churchill) that characterised many of the theatrical movements (Theatre of Menace: Harold Pinter) emerging during the second half of the century.

Before focusing on three to four select plays, students will be introduced to the history of British theatre as well as to key concepts and methods of the dramatic arts. In addition to reading the plays, students will be required to give a short presentation dealing with either a film version or a short extract from some of the most important plays.

“A play should give you something to think about. When I see a play and understand it the first time, then I know it can't be much good.” ~ T.S. Eliot, *New York Post*, 22 September 1963

Please purchase the following plays (list available at Amazon: <http://amzn.to/n9j5qh>):

- George Bernard Shaw, *Heartbreak House* (1919)
- John Osborne, *Look Back in Anger* (1956)
- Harold Pinter, *The Dumb Waiter* (1959)
- Caryl Churchill, *Top Girls* (1982)

**Prof. Dr. Stefan Horlacher**

**2210**  
**2410**  
**3210**  
**3410**  
**73110**  
**201210**  
**232310**  
**232320**

**Gender Studies and Literature II**      **Wed (3)**      **HSZ 304**

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

This lecture series does not only discuss the interrelation between literature and gender studies in the sense of *Geschlechterforschung*, but it also aims at familiarising students with current research interests in the field of gender studies, such as Deconstructive Feminism, Masculinity Studies, Cyberfeminism, as well as Intersex and Transgender Studies.

Thus, this lecture series essentially offers three things:

- 1) a basic introduction into the different branches of gender studies including advanced areas of study such as intersex and transgender;
- 2) a short introduction into the social relevance of literature and the important link between literature, film and gender studies;
- 3) the opportunity to take part in the international and transdisciplinary conference "Transgender and Intersex in the Arts, Science and Society / Transgender und Intersex in Kunst, Wissenschaft und Gesellschaft," which will be held at the Deutsches Hygiene-Museum Dresden from 18.01. to 20.01.2012. Conference participation is optional and free of charge; furthermore, participating students will be provided with all conference material.

Please note that students are not required to have any prior knowledge in the field of gender studies in order to attend this lecture series.

An extensive bibliography will be handed out in the first session.

This lecture is accompanied by an **Arbeitskreis** (AK/SAG) for Master *Schwerpunktmodul Literaturwissenschaft (5 KP)* : **Wed (7) ZS 1c, 304a.**

**Prof. Dr. Stefan Horlacher**

**3220                      *The End of the Empire II:                      Thu (3)      GER 39***  
**3420                      *(Post-)Colonial Novels from E.M.***  
**73710                     *Forster to Hanif Kureishi***  
**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)

Focusing on three seminal (post-)colonial texts by Joseph Conrad, E.M. Forster and Hanif Kureishi, this seminar offers not only text analyses based on close readings as well as on different theoretical approaches, it also takes into consideration the film versions of the novels. In addition to this, this seminar also intends to give a critical survey of recent developments in post-colonial theory, focusing on concepts such as hybridity, third space, ambivalence and othering.

We will study the following texts:

Conrad, Joseph, *The Heart of Darkness and Other Tales*, Oxford World's Classics, Oxford: Oxford UP 2008.

Forster, Edward Morgan, *A Passage to India*, Penguin Classics, London: Penguin 2005.

Kureishi, Hanif, *The Buddha of Suburbia*, London: Faber and Faber 1990.

An extensive bibliography will be made available in our first session.

***Please note that this course prepares students for the "Schriftliches Staatsexamen: Klausur Englische Literaturwissenschaft" in spring 2012.***

**Prof. Dr. Stefan Horlacher**

<b>3220</b>	<b>British and American Transgender and Intersex Novels + International Conference "Transgender and Intersex in the Arts, Science and Society"</b>	<b>Tue (3) (compact seminar)</b>	<b>Einzelstzung 11.10.2011 Zs 1e, 514</b>
<b>3420</b>			
<b>73710</b>			
<b>73720</b>			
<b>201220</b>			
<b>201230</b>			
<b>201510</b>			
<b>202210</b>			
<b>202510</b>			
<b>232330</b>			
<b>232910</b>			

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

In this seminar, we will analyse and interpret contemporary British and American novels and films that deal with transgender and intersex. Thus, we will discuss both, novels such as Jeffrey Eugenides's *Middlesex* and Jackie Kay's *Trumpet*, as well as films such as *Transamerica* or *XXY*. Thereby, we will not only try to pinpoint the aesthetic quality of these, at least partly, highly successful works of art, but we will also strive to grasp their political and social significance, for instance with regard to *minorities, diversity, equal rights* etc.

Since we will establish the theoretical framework of our discussion of these texts together, students are not required to have any prior knowledge in the fields of Gender Studies or Transgender and Intersex Studies.

Apart from a few introductory sessions, this seminar will be held as a compact seminar and is directly linked to the international and transdisciplinary conference "Transgender and Intersex in the Arts, Science and Society / Transgender und Intersex in Kunst, Wissenschaft und Gesellschaft," which will take place in the Deutsches Hygiene-Museum Dresden from 18.01. to 20.01.2012. Thus, students will have the opportunity to exchange the knowledge that they have acquired in the course of this seminar with leading experts in the field. Moreover, they will gain fascinating insights into the current state-of-the-art research on transgender and intersexuality. Please note that conference participation is free of charge; furthermore, you will be provided with all conference material.

We study the following novels and films:

Kay, Jackie, *Trumpet*, London: Picador 1998.

Eugenides, Jeffrey, *Middlesex*, London: Picador 2002.

Tucker, Duncan, *Transamerica*, Weinstein Company 2005.

Puenzo, Lucía, *XXY*, Peccadillo Pictures 2007.

An extensive bibliography will be available at the first meeting.

**Prof. Dr. Stefan Horlacher**

**201810                    *Literary Studies: Selected Novels*    Tue (5)    ZS 1c, 307**  
**201820                    *(Projektkurs im Master Anglistik***  
***und Amerikanistik)***

S (Master)                5 KP (Project plus report, group work, individual consultation)

This "Projektkurs" is part of the module "Wissenschaftliche Praxis 1/Scientific Practice 1" (MA-AA1.3) and is linked to the lecture on Gender Studies and Literature II as well as to the seminars "The End of the Empire II" and "British and American Transgender and Intersex Novels." 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 and seminars through independent research. By arrangement with the lecturer, students are free to choose their own field of studies with a view to developing their research skills and presenting their findings.

**Prof. Dr. Stefan Horlacher with Prof. Dr. Kühn**

**202710 Oberseminar  
202820**

**Tue (6) ZS 1d, 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.





**Christian Schlemper, M.A.**

**1320**                    **“You’ve never had it so good” –**            **Mon (6)**    **WIL A 221**  
**70520**                    **Post-War-Britain: Prosperity,**  
**2320**                    **Consensus and Relative Decline**  
**2420**  
**73320**  
**73330**

Ü                        2 KP (requirements to be announced in class)  
PS                      6 KP (regular & active participation, oral presentation, extended  
                              essay)  
                              3 KP (regular & active participation, oral presentation)  
                              1 KP (regular & active participation)

When the Second World War ended in 1945, a victorious Britain cheered the peace and headed towards a new era. The second half of the twentieth century saw remarkable shifts and changes, especially in the fields of politics and economics: a consensus of Labour and the Conservatives, the introduction of the welfare state, decades of prosperity, years of so-called relative decline and the debatable politics of Thatcherism.

The seminar takes a closer look at the history of Britain from 1945 till 1997. We will analyse speeches and articles and study selected biographies. In the context of the historiography we will focus on the British economy, the development of national politics and their reflections in British popular culture – from the affluent society and the Swinging Sixties to the pop culture of the Eighties.

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

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

**Rita Schwanebeck, M.A.**

**1320  
70520**

***You Are What You Wear?  
Analysing Fashion.***

**Tue (3) GER 54**

Ü

2 KP (regular & active participation, presentation, bibliography assignment)

In this seminar we will read fashion as a social system and as a marker of national and sexual difference. By looking at, analysing and evaluating representations of fashion in photography, film and advertising we will try to establish how identity is reflected in clothing. This can range from the subcultural styles of the Mods or Punks to Kate Middleton's wedding dress.

The discussion will be embedded in a terminological and theoretical framework and will trace the development from haute-couture to the democratisation of fashion in the middle of the 20th century. The Sixties, which saw the rise of the first supermodels and in which London became the fashion capital of the world, will be at the centre of the seminar, while more recent trends and developments will conclude it.

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

Please register via e-mail: [rita.schwanebeck@gmx.de](mailto:rita.schwanebeck@gmx.de).

**Prof. Dr. Thomas Kühn**

<b>2310</b>	<b>17th Century English</b>	<b>Fr (2)</b>	<b>ZEU 260</b>
<b>2410</b>	<b>Cultural History</b>		
<b>3210</b>			
<b>3410</b>			
<b>73310</b>			
<b>201310</b>			
<b>232510</b>			
<b>232520</b>			

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

If the 16th century can be described as a gradual shift from the late middle ages to the early modern period, 17th century British culture can be perceived as the problematic breakthrough of early modern structures and thinking, full of tensions and contradictions. This lecture course aims at introducing some of these structural patterns that are often linked with each other. Although the cultural history of the British Isles, and England in particular, will be at the centre, European developments will and have to be taken into account as well.

The following topics will be dealt with more extensively:

- philosophy, the rise of the sciences and the discovery of the world,
- the development of England into a parliamentary monarchy,
- the rise of a bourgeois society,
- religious tendencies and frictions,
- literary and artistic developments.

This lecture will not only introduce major developments in an exemplary fashion, but also discuss cultural practices of the 17th century and their reflection in our 21st century.

This lecture is accompanied by an “**Arbeitskreis**”/”**Studentische Arbeitsgemeinschaft**” for Master *Schwerpunktmodul Kulturwissenschaft* (5 KP): **Wed (7), ZS 1, 418.**

**Prof. Dr. Thomas Kühn**

**3220                      Tensions and Contradictions:                      Wed (3)    HSZ 401**  
**3420                      Aspects of Mid 17th Century**  
**73710                     British Cultures**  
**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)

As the history of the 17<sup>th</sup> century shows, the Elizabethan Settlement in the 16<sup>th</sup> century had not settled very much. Just a little more than half a century later, England will be torn by a civil war. Religious strife, social change, economic developments and political conflicts indicate deep tensions within English society that lead to the first and only republic (or military dictatorship) on English soil and an eventual Restoration of the Monarchy in 1600.

In this seminar we will study some fundamentals that lead to this “dissociation of sensibility“ (T.S. Eliot): scientific and philosophic bases, social, political and religious representations. John Milton’s political, social and educational tracts will be read as will be John Bunyan’s *The Pilgrim’s Progress* as one of the most important popular literary works. Tracts and pamphlets by revolutionaries like Gerrard Winstanley and John Lilburne, or reactionaries like Thomas Hobbes with his seminal study *Leviathan* will be taken into account as well. Thus, some of the crucial texts that establish the picture of a torn and striving culture will be read. A reader will be made available by the beginning of October.

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

**NB: This course prepares students for the “Schriftliches Staatsexamen: Klausur Kulturstudien Großbritanniens” in spring 2012.**

**Prof. Dr. Thomas Kühn**

**3220            The English Bible            Thu (5)    HSZ 301**  
**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)

In 1880 the great scientist Thomas Henry Huxley wrote: "If an Englishman cannot get culture out of his Bible, his Shakespeare, his Milton, neither, in my belief, will the profoundest study of Homer and Sophocles, Virgil and Horace, give it to him." In G.B. Shaw's play *Pygmalion* Professor Henry Higgins reminds Eliza Doolittle "that you are a human being with soul and the divine gift of articulate speech: that your native language is the language of Shakespeare and Milton and the Bible." Among the three names the Bible seems to be a somewhat surprising candidate. However, on second thought it becomes quite clear, that the cultures of the English-speaking world are hardly comprehensible without the Bible as the basic text for Christianity as a religion which dominated the western culture for centuries.

Today, knowledge of the Bible is, if at all, at best basic. In order to overcome some of this lack of knowledge, selected passages from Bible will be read and introduced in class. The aim is to raise awareness of and knowledge about the cultural perspectives that these passages offer to British and Western cultural history; that they are far more than a quarry that has been exploited for many centuries.

The edition of the Bible used in the seminar will be the "Authorized Version" or "King James Bible" of 1611. Participants are expected to acquire a copy of this edition for the course.

There will be an excursion to a popular Early Modern representation of the Bible in January.

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

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

**202710 Oberseminar  
202820**

**Tue (6) ZS 1d, 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.**

**Prof. Dr. Brigitte Georgi-Findlay et al.**  
**(in cooperation with Prof. Dr. Evelyne Keitel, TU Chemnitz)**

Ringvorlesung

<b>2310</b>	<b>TV Seriality</b>	<b>Thu (6)</b>	<b>HSZ 401</b>
<b>2410</b>			
<b>3310</b>			
<b>3410</b>			
<b>73310</b>			

Since their debut on American TV, television series have undergone quite some development in terms of format, intended audience, raising of issues, and popular appeal. In recent years, the segmentation of audiences and the emergence of pay TV (such as HBO) have led to new forms of series ("quality TV", etc.). This lecture series will feature talks presented by professors and doctoral students from the universities of Dresden, Chemnitz, and Erlangen-Nürnberg, all revolving around American, British, and Canadian series, including legal drama, English comedy, *Adventures of Superman*, *Rescue Me*, *Nip/Tuck*, *The Pacific*, *Weeds*, *Breaking Bad*, *Deadwood*, *Big Love*, *Mad Men*, and *Ally McBeal*.

Students will be able to earn a credit by passing the final exam on February 2, 2012.

**Professor Dr. Brigitte Georgi-Findlay**

<b>2310</b>	<b>American Cultural History 4</b>	<b>Tue (5)</b>	<b>HSZ 304</b>
<b>2410</b>	<b>(Great Depression – ca. 1970s)</b>	<b>AK/SAG</b>	<b>ZS 1c, 304a</b>
<b>3310</b>		<b>Tue (6)</b>	
<b>3410</b>			
<b>73310</b>			
<b>201310</b>			
<b>232510</b>			
<b>232520</b>			

V + Kl	To earn 3 KP the students have to pass the final exam (to take place in the last session)
V + AK/SAG	Regular attendance of lecture course and Arbeitskreis/SAG
V	To earn 1 KP regular attendance and passing of a test are required

This lecture course will give an overview of the main events and developments that have shaped contemporary American culture and society since the Great Depression: The legacy of depression and war, social and economic changes after World War II (baby boom, prosperity, suburbanization); situation of minorities; the Cold War context; definition of the 1950s as a contradictory decade; politics and movements of the 1960s and the 1970s.

Recommended reading: David M. Kennedy, *Freedom from Fear: The American People in Depression and War, 1929-1945*. New York: Oxford University Press, 1999; James T. Patterson, *Grand Expectations: The United States, 1945-1974*. New York: Oxford University Press, 1996, and James T. Patterson, *Restless Giant. The United States from Watergate to Bush vs. Gore*. Oxford and New York: Oxford University Press, 2005

Note: Students can attend “American Cultural History 4” *without* having attended lectures 1-3.

**Professor Dr. Brigitte Georgi-Findlay**

**2320**                      **Survey of Canadian Studies**                      **Wed (3)    HSZ 405**  
**2420**  
**73320**  
**73330**

PS                      6 KP (requirements to be announced in class)  
SiG                      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 Canadian Studies by focusing on basic themes and issues that have defined Canadian history, politics, and culture. A reader will be available at the beginning of the semester.

**Professor Dr. Brigitte Georgi-Findlay**

**3320**                      **Topics of American Studies:**                      **Thu (3)**    **ASB 028**  
**3420**                      **Popular Culture and Art**  
**73910**  
**73920**  
**201320**  
**201330**  
**201610**  
**202310**  
**202610**  
**232530**  
**233110**

S (Master)                5/8 KP (requirements to be announced in class)  
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 focuses on the important role that entertainment and popular culture (as opposed to "high" culture European-style) have played in American social and cultural history. In this context, the arts (including architecture, sculpture, painting, and photography) have had a different standing than they have had in Europe. Nevertheless, by the 1950s, New York had established itself as one of the art capitals of the world. The course will therefore try to grapple with these basic contradictions.

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

***This course prepares students for the "Schriftliches Staatsexamen: Klausur Amerikanische Kultur" in spring 2012.***

**Dr. Alexander Dunst**

**2320**  
**2420**  
**73320**  
**73330**  
**3320**  
**3420**  
**73910**  
**73920**

**A State of War: American Culture  
and Conflict from Vietnam to Iraq**

**BLOCK-  
SEMINAR  
(13.-17.02.  
2012)**

PS 6 KP (requirements to be announced in class)  
SiH 3 KP (requirements to be announced in class)  
HS 7 KP (requirements to be announced in class)  
S (BA) 3 KP (requirements to be announced in class)

No country has fought more wars and has intervened militarily more often in other countries over the last century than the United States. At the same time, the U.S. economy depends on the development, production, and eventual use of weapons like no other. How have Americans themselves reacted to this constant state of war? And do they understand their own country as a state built on war?

This seminar will investigate the centrality of armed conflict for American culture from Vietnam to the on-going military occupations of Iraq and Afghanistan. We will look at a variety of different media and genres – from novels and literary journalism, to film and television, popular music and poetry – to see how these authors and artists have at times cheered and supported, or criticized and resisted America's wars.

Students will be expected to read required texts before the start of the block seminar, attend two screenings of films, and participate actively in discussion. They also need to **register in advance by contacting Dr. Dunst** at [alexander.dunst@gmail.com](mailto:alexander.dunst@gmail.com). **An introductory session will be held on 21 November (7. DS: 18:30 – 20:00 p.m.).**

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

**202710                      North American Studies                      Mon (6)    ZS 1c, 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, 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.**

**Wieland Schwanebeck, M.A.**

**1210            Introduction to Literary Studies            Wed (4)    HSZ 201**  
**70310**

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

This lecture provides a comprehensive introduction to the methods of literary analysis and concepts of literary theory. It will introduce students to the basic elements of the major literary genres (narrative fiction, poetry, drama) and major critical texts which inform literary studies today.

Special attention will be paid to questions such as:

What is literature? What are the main genres? How do literary conventions work? How do we interpret literary texts? How do different methods of textual analysis work and why do we need them? What are story, plot, point of view, setting and theme? What do we understand by focalisation, mimesis and diegesis and how do these categories interact to create meaning? In addition, we will put emphasis on the diverse methods of interpretation, applying different concepts to a number of examples from British literary history.

Accompanying Tutorials:

The introductory course is accompanied by a mandatory tutorial (1 h per week).

The specific time slots will be announced at the beginning of the term.

**Please buy:**

Vera and Ansgar Nünning: *An Introduction to the Study of English and American Literature*. Stuttgart: Klett, 2008.

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

**PD Dr. Angelika Köhler**

**1220      *Challenging Short Story Traditions:*      **Thu (4)      ZS 1, 418**  
**70320      *New Voices at the Turn of the*  
**2220      *Century*  
**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)

In the course of the 19<sup>th</sup> century, the short story established itself as a most representative genre of American literature characterized by a "sense of both mobility and democratic openness to experience" (Scofield 2006). As critics have repeatedly noted, this short narrative form flourishes in "marginal" cultures and areas and frequently deals with submerged population groups. The turn of the century has witnessed the growth of literary figures who find themselves situated in "outsider" conditions--whether with regard to their places of residence, their understanding of gender roles, their ethnic experiences or their concepts of creativity.

In this course we want to read selected texts which rewrite the American short story tradition against the background of the cultural changes that marked the decades of transition from the nineteenth to the twentieth century. Exploring the intersections of social, political and psychological inevitabilities, writers like Kate Chopin, Charles Waddell Chestnutt, Ellen Glasgow, O. Henry, Hamlin Garland, Abraham Cahan, Sui Sin Far and Henry James began highly diverse individual experiments with forms and subjects of American short story writing thus opening up new prospects for this literary genre.

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

**Professor Dr. Katja Kanzler**

**1220                      African-American Literature                      Wed (3)    HSZ 103**  
**70320**  
**2220**  
**2420**  
**73120**  
**73130**

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

Works by African-American writers play a central role in American literary traditions, from the first published book by an African-American writer – Phillis Wheatley's *Poems on Various Subjects* (1773) – to contemporary novels, short-stories, and poems by such acclaimed authors as Toni Morrison, Maya Angelou, Charles Johnson, or Colson Whitehead. Literary scholarship has addressed, both, the ways in which African-American writing is deeply embedded in the larger contexts of American literature, and its distinctive features that reflect the specificities of the African-American experience and culture.

In this class, we will read and discuss a diverse selection of African-American literature and explore scholarly concepts that can help us analyze and interpret them. In the process, we will work on developing students' competencies and skills in literary studies. Details on the texts to be discussed will be announced on the seminar's homepage (via OPAL) by the end of September.

**Professor Dr. Katja Kanzler**

<b>2210</b>	<b>Survey of American Literature II</b>	<b>Thu (3)</b>	<b>DRU 68</b>
<b>2410</b>	<b>(Civil War - Present)</b>		
<b>3310</b>		<b>AK/SAG</b>	
<b>3410</b>		<b>Thu (6)</b>	<b>ZS 1d, 418</b>
<b>73110</b>			
<b>201210</b>			
<b>232310</b>			
<b>232320</b>			

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 the Civil War to the present. It will discuss important themes, modes, and genres that characterize American literature from the mid-19th through the beginning of the 21st century, and the literary periods into which it has been organized (realism, modernism, postmodernism). 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”/“Studentische Arbeitsgemeinschaft”** for Master Schwerpunktmodul Literaturwissenschaft (5 KP): **Thu (6) ZS 1d, 418.**

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



**Professor Dr. Katja Kanzler**

**3320**                      **Self-Reflexivity in American**                      **Tue (4)**    **SCH A 315**  
**3420**                      **Literature and Film**  
**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)

Novels or short-stories that engage with their own fictionality; narratives, in whatever medium, that reflect on the mechanics of their storytelling – self-reflexivity has taken a variety of forms in literature and other narrative media. Although looking back on a long history, self-reflexivity has been identified as one of the hallmarks of postmodernism – as one technique by which postmodern narratives undermine and critique realist aesthetics. But strategies of self-reflexivity not only mark the experimental narratives of avant-garde, “high” postmodernism, they have been adopted by a broad range of storytelling projects, e.g. in minority literatures or in popular culture.

In this seminar, we will explore forms and functions of self-reflexivity in American literature and film. We will discuss scholarly approaches to forms of literary self-reflection – concepts, e.g., of metafiction and metanarration – and see how they can be productively applied to the analysis and interpretation of texts ranging from “high” postmodernism to contemporary literature and film. Readings/viewings might include John Barth's “Lost in the Funhouse” (1968), Joan Didion's *Democracy* (1984), Paul Auster's *City of Glass* (1985), Henry David Hwang's *M. Butterfly* (1988), Salvador Plascencia's *The People of Paper* (2005), and the films *Adaptation* (2002, directed by Spike Jonze) and *Stranger than Fiction* (2006, directed by Marc Forster).

Details on the texts and films to be discussed will be announced on the seminar's homepage (via OPAL) by the end of September.

***This course prepares students for the “Schriftliches Staatsexamen: Klausur Amerikanische Literaturwissenschaft” in spring 2012.***







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

**202710                      North American Studies                      Mon (6)    ZS 1c, 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.

For M.A.-students, attendance of this colloquium may count toward the module "Wissenschaftliche Präsentation." All other students can "only" learn a lot from participating in this colloquium, they can earn no credits here.

Students who wish to attend the colloquium with Prof. Kanzler should contact her by email before 1 October.



**Sabine Reiter, Dr. Carmen Weiss**

**71320**                    **Reflected Practice of Teaching English - Schulpraktische Übungen**                    **school days\***                    **school\***  
(4x Reiter: Grundsch. / Mittelsch. / Gym.)  
(3x Weiss: Gym.)

**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: 2<sup>nd</sup> 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***

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

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: 3<sup>rd</sup> 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*.



**Prof. Dr. Andreas Marschollek**

**230110                    Learning English in cross-                    Mo (5)            HSZ 103**  
**230120                    curricular projects**

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

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

**Target groups**

- *Lehramt: Hauptstudium*
  - *M.Ed. GY/BBS: 1<sup>st</sup> part of the module "Fachdidaktik Englisch"*
  - *M.A. Wirtschaftspädagogik: 2<sup>nd</sup> part of the module "Fachdidaktik Englisch WP"*
- 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.**

<b>1410</b>	Year 1: B.A.-SLK, B.Ed.	<b>Tue (2) HÜL, S188 (R)</b>
<b>70730</b>	<b>Pronunciation and Intonation</b>	<b>Tue (3) SCH, 216b (R)</b>
<b>70740</b>	<b>(SE+R=British English; DH = American English)</b>	<b>Tue (4) SE 2, 123 (SE)</b> <b>Thu (3) ZS 1c, 312 (DH)</b> <b>Fri (2) ZS 1c, 312 (DH)</b>

Sprachlernseminar 3 KP

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

Students must choose between British and American English but the course content is very similar. In the Pronunciation and Intonation course we aim to identify the students' problem areas, tune in 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.

**Sandra Erdmann, M.A.**  
**David Hintz, M.A.**  
**Eva Stahlheber, M.A.**

<b>1420</b>	Year 1: B.A.-SLK, B.Ed.	<b>Mon (3)</b>	<b>SE 1, 201 (ES)</b>
<b>70710</b>	<b>Grammar</b>	<b>Tue (2)</b>	<b>SE 2, 123 (SE)</b>
		<b>Tue (3)</b>	<b>SE 2, 123 (SE)</b>
		<b>Thu (2)</b>	<b>ZS 1c, 312 (DH)</b>
		<b>Thu (3)</b>	<b>SE 1, 201 (ES)</b>

Sprachlernseminar 3 KP  
Requirements: Final Exam

This course deals with basic and advanced grammar concepts and targets the particular problems foreigners in general and Germans in particular 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 more on accuracy and knowledge of grammatical structures. Although students have encountered and practised most aspects of English grammar at school, many do not control them well.

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

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

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

Prerequisites: The Entry Test must have been passed.

**David Hintz, M.A.**

<b>1430</b>	Year 1: B.A.-SLK, (B.Ed.)	<b>Web-based course</b>
<b>70720</b>	Year 2: B.Ed.	

**Vocabulary**

Sprachlernseminar 2 KP  
Requirements: Final Exam

This course is aimed at B.A.-SLK and B.Ed. students in their first year.

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

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

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

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

Prerequisites: The Entry Test must have been passed.

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

<b>70930</b>	Years 2: B.Ed.	<b>Tue (2)</b>	<b>ZS 1d, 418</b>
<b>70940</b>	<b>Developing Skills</b>	<b>Tue (3)</b>	<b>ZS 1d, 418</b>

Sprachlernseminar 5 KP

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

This course is aimed at B.Ed students in Year 2. Year 1 students who are interested in organising a period of residence abroad after years 1 or 2 may also join if numbers allow.

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

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

Credit points are given for an oral presentation and a report. The topic of the presentation must be connected to a stay in a foreign country (preferably English-speaking). The report involves (1) a portfolio of all classwork, homework, and tests, with a running log of insights into weaknesses, strengths etc, and (2) a report on the stay in the foreign country.

Materials can be bought in the first meeting: *The Mistakes Clinic* by G. Parkes (€ 12.50), and photocopied course materials (€2,50) – please bring (€ 15.00) to the first meeting.

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

<b>70910</b>	Year 2: B.Ed.	<b>Wed (2)</b>	<b>ZS 1d, 418 (KH)</b>
<b>70920</b>	<b>Classroom English</b>	<b>Wed (3)</b>	<b>SE1, 201 (ES)</b>

Sprachlernseminar 3 KP

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

This course must be taken all year 2 B.Ed. students before their teaching practice (SPÜ, in semesters 4 or 5).

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

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

Prerequisites: Year 2 B.Ed. students

**Sandra Erdmann, M.A.**  
**David Hintz, M.A**

<b>2510</b>	Year 2: B.A.-SLK, (B.Ed.)	<b>Tue (2)</b>	<b>ZS 1c, 312 (DH)</b>
<b>71110</b>	Year 3: B.Ed.	<b>Wed (2)</b>	<b>SE2, 123 (SE)</b>
<b>71120</b>	<b>Listening and Speaking</b>	<b>Wed (3)</b>	<b>SE 2, 123 (SE)</b>

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 Year 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.**

<b>2520</b>	Year 2 B.A.-SLK, (B.Ed.)	<b>Wed (7)</b>	<b>HSZ, 02</b>
<b>71130</b>	Year 3 B. Ed.	<b>Web-based</b>	
	<b>Reading</b>	<b>course</b>	

Sprachlernseminar 2 KP  
Requirements: Final Exam

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

This course will run with a web-based format, whereby students will not meet at a regular time in weekly seminars but will be organised and given tasks online by the instructor. There is no limit to student numbers. After you have registered for this course, please log on to the following website to start the course:

<http://e-sprachen.tu-dresden.de/Moodle>

The Enrolment Key is "Reading Stahlheber".

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

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

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

<b>2530</b>	Year 2: B.A.-SLK	<b>Mon (5)</b>	<b>SE1, 201 (ES)</b>
<b>71140</b>	Year 3: B.Ed.	<b>Wed (4)</b>	<b>ZS 1d, 418 (KH)</b>
	<b>Writing</b>	<b>Thu (5)</b>	<b>SE1, 201 (ES)</b>

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 at random. 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** Year 3: B.A.-SLK, **Mon (2)** **ZS 1d, 418**  
**3520** GLC 4 Lehramt/Magister  
**JABS Magazine**

Sprachlernseminar 3 KP

Requirements: regular involvement, publishing or organising

In WS 2011 this course is offered to Year 3 B.A.-SLK students and as a GLC 4 course to old *Lehramt* (non-B.Ed.) students and *Magister* students who have passed the *mündliche Prüfung* of the Intermediate Exam. Note that students may only take 2 courses in total at this level (i.e. B.A. year 3/GLC 4).

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. B.A. students and Magister/Lehramt students doing this courses as a GLC 4 course, are expected to participate regularly and take the final exam. Students doing this course as an Elective are expected to participate regularly but do not need to take the exam.

**Sandra Erdmann, M.A.**

**3510** Year 3: B.A.-SLK, GLC 4

**Mon (5)**

**HSZ, 304**

**3520** Lehramt/Magister

**Mon 6)**

**HSZ, 304**

**Theatre Workshop**

**Wed (4)**

**ZS 1d, 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* (non-B.Ed.) students and *Magister* students who have passed the *mündliche Prüfung* of the Intermediate Exam. Note that students may only take 2 courses in total at this level (i.e. B.A. year 3/GLC 4).

In this course (Mon 5. DS) 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. Mon 6. DS and Wed 4. DS will be used for intensive, individual practice with the instructor and rehearsing for a public performance.

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

**Eva Stahlheber, M.A.**

**3510** Year 3: B.A.-SLK, GLC 4 **Tue (3)** **SE1, 201**  
**3520** 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 old *Lehramt* (non-B.Ed.) students who have passed the *mündliche Prüfung* of the Intermediate Exam. Students may only take 2 courses at this level (year 3/GLC 4).

In this course, we will look at and try out different ways of using new technology for language learning purposes. Ranging from CD-ROM-based language learning software to more interactive resources provided through websites and other internet-based communication services, the media presented in this class will help students improve their overall computer and language skills as well as their individual language learning strategies. Students participating in this course are expected to be willing to expend sufficient time on outside-of-class practice and project work.

**Class Materials:** memory stick, internet access outside of class, blank CD-R (for final project). **Requirements:** Active in-class participation, weekly CALL logs, weekly glossary entries, a presentation of an English e-learning website, a mini midterm, a final exam, and a group project to be uploaded onto students' TU server space, involving a topic homepage leading to exercise-based audio files, video files, and interactive Hot Potatoes exercises.

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

**Eva Stahlheber, M.A.**

**3510** Year 3: B.A.-SLK, GLC 4 **Tue (5)** **SE1, 201**  
**3520** *Lehramt/Magister*  
**Creative Writing**

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 old *Lehramt* (non-B.Ed.) students who have passed the *mündliche Prüfung* of the Intermediate Exam. Students may only take 2 courses at this level (year 3/GLC 4).

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

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

**David Hintz, M.A.**

<b>201710</b>	Advanced Level: Lehramt, Magister,	<b>Wed (2)</b>	<b>GER, 50</b>
<b>201720</b>	Master	<b>Wed (3)</b>	<b>GER, 50</b>
<b>201730</b>	<b>Advanced Translation</b>		
<b>201740</b>			
<b>230310</b>			
<b>230320</b>			

Sprachlernseminar 3 KP

Requirements: Classwork, homework and tests

This course is intended to be the main preparation course for the translation part of the Preliminary Exam for *Magister* students and the First State Exam for *Lehramt*. Students, as well as one of the language courses for Master students.

Students will be introduced to some theories and techniques of translating and there will be systematic practice of particular structures and lexis which are difficult to translate. Students will be given texts to translate in class and at home. Students should certainly have two or three different grammar books and a good Monolingual dictionary. A course pack will be sold in class.

Prerequisites: for old Lehramt and Magister students, at least one GLC 4 class must have been taken.

**Sandra Erdmann, M.A.**

<b>201710</b>	Advanced Level: Lehramt, Magister,	<b>Thu (2)</b>	<b>ZS 1d, 418</b>
<b>201720</b>	Master	<b>Thu (3)</b>	<b>ZS 1d, 418</b>
<b>201730</b>	<b>Advanced Essay Writing</b>		
<b>201740</b>			
<b>230310</b>			
<b>230320</b>			

Sprachlernseminar 3 KP

Requirements: Classwork, homework and tests

This course will develop the work of the Writing course, provide practice in writing discussion essays and will be directly linked to the demands of both the State and Magister exams. This course is also one of the language courses for Master students.

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

Prerequisites: for old Lehramt and Magister students, at least one GLC 4 class must have been taken.

**David Hintz, M.A.**

Advanced Level Elective: Lehramt,  
Magister

**Tue (3)**

**ZS 1c, 312**

**Preparation for Exams**

Sprachlernseminar 3 KP

Requirements: Classwork, homework and tests

In order to take this course, students must have taken GLC 5 Translation and GLC 5 Essay (for *Lehramt Mittelschule* only GLC 5 Translation is required; for *Diplomhandelslehrer* only 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.**

**ZS 1d, 419**

**Theatre Practice  
Remedial Skills Development**

Übung

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

**David Hintz, M.A.**

**Remedial Skills Development**

**ZS 1d, 431**

Übung

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

**Eva Stahlheber, M.A.**

**Remedial Skills Development**

**ZS 1d, 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.