

SEMESTERMITTEILUNGEN

SOMMERSEMESTER 2015

Stand: **28.04.2015**

Prüfungsleistungen und Leistungspunkte

Bitte beachten Sie:

Die für Sie relevanten Prüfungsleistungen und korrespondierenden Leistungspunkte (LP bzw. KP) entnehmen Sie bitte den für Sie gültigen Studien- und Prüfungsordnungen sowie den dazugehörigen Modulbeschreibungen. Beachten Sie in diesem Zusammenhang auch die Listen der Module und Prüfungsnummern, welche sich am Ende dieses Dokumentes befinden.

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0. Legende der Veranstaltungsarten:

Kurzform	Veranstaltungsart
EK + T	Einführungskurs und Tutorium
HS S	Hauptseminar bzw. Seminar im Hauptstudium; Seminar
OS/K	Oberseminar / Kolloquium
	Projektkurs
PS	Proseminar
SLS	Sprachlernseminar
SPÜ	Schulpraktische Übung
Ü	Übung
V	Vorlesung
V (+AK)	Vorlesung + Arbeitskreis

Dr. Göran Wolf

Ü

Medieval England

Tue (4)

BSS E 49

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. Claudia Lange

Ü

English around the World

Thu (2)

W 48/004

If you are interested in English, you will already have experienced some of its many forms and uses, either by travelling abroad or by listening to music and watching movies. English is spoken and written around the world – as a first language, a second language, or a language for international communication – and together we will take our first steps in exploring and describing this variety. We will begin our tour of the English-speaking world in Britain, the ancestral home of the English language. We will then focus on well-known varieties such as American or Australian English before we turn our attention to those areas where English is shaped by contact with indigenous languages, for example India or Singapore. Finally, we will look at the future of English as a global language. Throughout the course, we will also deal explicitly with the basics of studying linguistics, such as finding and handling appropriate sources, academic writing, and presentation skills.

Prof. Dr. Claudia Lange

V + AK

Postcolonial Englishes

Wed (3)

HSZ 04

AK Tue (6)

W 48/002

What is 'new' about the New Englishes, and what is the difference between the labels 'New Englishes' and 'Postcolonial Englishes'? Who counts as a native speaker of English, and how do 'new' Englishes differ from the 'old'? This lecture takes you through the fascinating history of the globalization of English and the ensuing social, political, cultural and linguistic consequences. In particular, we will explore the status, form and function of Englishes across Asia, Africa, and the Caribbean.

This lecture is accompanied by an "Arbeitskreis" for students in the M.Ed. and the old M.A.-programme: Schwerpunktmodul Sprachwissenschaft (5 KP). This AK starts in the second week of classes.

Dr. Göran Wolf

PS

Introduction to Sociolinguistics

Tue (2)

HSZ 201

Sociolinguistics studies the relationship between language and society. It can do so in at least two ways: sociolinguistics can be concerned with social dimensions of language or with linguistic dimensions of society. This course is meant to make ourselves familiar with these viewpoints. Accordingly, it is designed to be a survey of important issues of sociolinguistics, such as varieties and variation, gender, language contact, multilingualism, language and identity.

The challenge of the course is that we will read actual linguistic articles and discuss them in class instead of having numerous presentations. We will tackle one text per session in order to highlight and understand its arguments, assumptions, ideas and terminology.

By the end of the class participants will have gained an overview of the main issues of sociolinguistics. They will be able to assess relevant publications. 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.

Christopher Koch, MA.

PS Corpus-based language Studies: Wed (2) W 48/004
A Project Seminar

The use of corpora, i.e. large computerized collections of authentic texts, has found widespread recognition in linguistics. Both as a means of testing assumptions about language as well as a resource for discovering language structures that elude intuition, the significance of corpus linguistics for a thorough understanding of language use cannot be denied.

This seminar not only intends to introduce students to the theory behind corpus linguistics, but rather follows a project-based approach: Students will be actively engaged in all steps of corpus-linguistic studies. From corpus design and compilation to corpus-based analyses of linguistic phenomena (in an area of their choice, e.g. television language, learner corpus research etc.), groups will be free to explore a project of their own design. Allowing students to set their own goals as well as training important skills for linguistic work, this class will be exciting as well as thought-provoking for both beginner and advanced students.

Please note that there will be no final written exam in this seminar. Instead, a presentation of the concept of the project, the methodology employed as well as the results of the analysis, complemented by a written project report handed in afterwards will serve as the marked assignments within this seminar. Also, since the tasks in the seminar will involve a lot of practical corpus-linguistic work, please bring along your laptop computer as well as a power strip/extension cable to the seminar.

To register for the seminar, please send an e-mail to christopher.koch@tu-dresden.de.

Prof. Dr. Claudia Lange

**HS
S**

Grammar and Discourse

Thu (4)

GER 39

Clearly, there is more to the grammar of a language than just “syntax” in the narrow sense, i.e. rules which account for the well-formedness of a sentence. Speakers may change the basic word order of a sentence in order to background or foreground salient information in the current discourse, a topic that is discussed under the heading ‘information structure’, including phenomena such as topicalization, left dislocation, existential constructions and cleft constructions. In spoken language, speakers further typically employ a wide range of discourse markers such as well, you know, so, like, I mean etc. which serve a range of textual as well as interpersonal functions in discourse management. This course will discuss the form(s) and function(s) of a wide range of such constructions and expressions, mainly on the basis of authentic corpus data.

Prof. Dr. Claudia Lange

**HS
S**

Languages in Contact

Fri (3)

BSS 109

Hasta la vista, baby: Arnold Schwarzenegger's famous phrase in Terminator II illustrates one of the major topics of Contact Linguistics, namely code-switching. The study of language contact and contact-induced language change has developed rapidly in recent years, not least because of the still growing interest in contact varieties of English.

This course will address some of the most relevant issues in the field of Contact Linguistics. We will look at typological approaches and discuss notions such as Sprachbund or Standard Average European. Classifications of and constraints on code-switching or code-mixing will also feature prominently; after all, language contact primarily manifests itself at the level of multilingual communicative interaction. We will then focus on established as well as recent theoretical models of contact-induced language change, with specific reference to English as a contact language past and present.

Die Lehrveranstaltung bereitet auf die synchrone und die diachrone Klausur Englische Sprachwissenschaft zum Staatsexamenstermin Herbst 2015 vor (altes Staatsexamen).

2. 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.

Prof. Dr. Katja Kanzler

EK Introduction to Literary Studies Wed (2) HSZ 401

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.

Accompanying Tutorials:

The introductory course is accompanied by a mandatory tutorial.

The specific time slots will be announced in the first session.

Mirjam Frotscher, M. A.

Ü

**The Art of Scholarly Reading, or:
How to get the most out of a novel**

Thu (2)

HSZ E 01

Does narratology leave you at a loss? Do you not quite understand what the difference between Genette and Stanzel is? Do you wonder why the author's intention seemed so important in high school and why it is no longer? Do you doubt you really need all these theories to read, analyze, interpret, and, overall, appreciate a novel? Fear not! This course will try to answer all your questions and shed light on the mysteries of Anglophone literary studies.

This course is designed as a hands-on approach to literary studies by putting the tools that are handed to you in the introductory course to practical use. Focusing on two very different novels from different time periods and countries, you will get the chance to engage with a wide breadth of literary expressions and to apply your knowledge in varying scenarios. Besides deepening your understanding of various schools and currents of (literary) theory, you will also practice skills which are necessary within an academic setting. From putting together a proper bibliography to finding essay topics, we will look at all the nitty-gritty that belongs to scholarly work and which will be useful in your further studies.

Further details on the texts will be announced in class.

Please register for this class on OPAL, starting on March 31.

Mirjam Frotscher, M. A.

**PS
Ü**

**Gender Studies 101 – A
Transnational and Interdisciplinary
Approach**

Wed (4)

HSZ E 03

This course will introduce foundational concepts of gender studies and highlight the intersections of gender with other identity categories such as sexuality, race, class, and disability. The seminar is designed to provide students with a general understanding of different theories and methods used within the field and to familiarize students with terminology and methods used in literary and cultural studies. Through the analysis of (theoretical) texts and other material drawn from North America as well as the British Commonwealth students will not only learn to distinguish between different approaches of feminist, gender, and queer studies, they will also be encouraged to notice common bonds between these related disciplines.

Further details on the texts will be announced in class.

Please register for this class on OPAL, starting on March 31.

Dr. Wieland Schwanebeck**PS****007****Wed (6)****W 48/001**

In 2012, *Skyfall*, James Bond's 23rd cinematic adventure demonstrated that there was life in 007 yet. Not only did the film break box-office records in the UK, it was also praised by critics, won two Academy Awards, and showed that audiences were more than willing to accompany Bond on a self-referential nostalgia trip into his own history. Bond is arguably part of our DNA as readers and cinema-goers.

Our seminar will investigate the James Bond myth from a variety of angles, right from its literary inception in the 1950s. We will discuss both Ian Fleming's original 007 narratives (starting with the first novel, *Casino Royale*), as well as classic 007 films from different eras (including 1964's *Goldfinger* and 1977's *The Spy Who Loved Me*).

The texts will be analysed from structuralist as well as narratological angles in order to shed light on the narrative formulae and strategies at work: How is suspense constructed in fictitious texts? What ancient story patterns do the 007 adventures evoke? What leads the readers to root for James Bond?

We will also dedicate a number of sessions to theoretical issues, such as the gender politics of James Bond, the series' geopolitical aspects, and the role of the villains.

Please buy the following novel:

Ian Fleming: *Casino Royale*. [1953] London: Vintage, 2012. [ISBN 0099575973]

Participants are expected to read both primary and secondary texts on a regular basis in preparation of each meeting. Theoretical texts will be available on OPAL at the beginning of term.

You do not have to register in advance – just be there for the first meeting.

Bettina Schötz**PS****(Re-)Reading Daniel Defoe's
*Robinson Crusoe*****Mon (5)****W 48/101**

Daniel Defoe's *Robinson Crusoe* (1719) is unanimously regarded as a milestone in the history of English literature. Not only does the text's realist aesthetics mark the beginning of the 'modern novel', but its thematic complexity has also invited various interpretations throughout the centuries. *Robinson Crusoe* has been read, amongst others, as adventure story, as religious parable, as study of an individual consciousness, as political allegory of Stuart despotism, as depiction of the *homo economicus*, and as prophesy of (British) imperial expansion. Crucially, the novel has been popular with both eminent writers as well as cultural theorists, who have diligently commented on its value, and the reading public, who have devoured the innumerable 'Robinsonades' or imitations that were to follow in literature and film.

In the first part of this seminar, we will conduct a close reading of Defoe's text. With the help of essays by Jean-Jacques Rousseau, Samuel Taylor Coleridge, Edgar Allan Poe, Karl Marx, Virginia Woolf, and James Joyce, we will trace and critically discuss different approaches to the novel. In the second part, we will pursue Joyce's path further and study the novel from a postcolonial perspective. This can most fruitfully be done by addressing the postcolonial rewritings the novel has sparked off. In particular, we will read and analyse Nobel Laureate J. M. Coetzee's novel *Foe* (1986) with a view to the following questions: How is the colonial relationship between Crusoe and Friday depicted? What does Friday's tonguelessness signify? Why is it important for Susan Barton to come into representation? Which role does Foe play? In what sense does the novel 'write back' to Defoe's *Robinson Crusoe*? And how do the events depicted in *Foe* relate to the South African context of its creation?

Please buy and read before the beginning of the summer term:

- 1) Defoe, Daniel. *Robinson Crusoe*. Oxford World's Classics. Ed. Thomas Keymer. Oxford: OUP, 2007. ISBN: 978-0199553976.
- 2) Coetzee, J.M. *Foe*. London: Penguin, 2010. ISBN: 978-0241950111.

All additional material will be made available via OPAL.

Please note: You are not required to enrol for this seminar in advance. If you would like to join this course, simply turn up at the first session and sign up then.

Dr. Amith Kumar

PS Globalization and the Indian Wed (6) BSS E49
Cultural Fabric

Globalization with its other two sisters – privatization and liberalization – has been the bane and the boon for the Indian culture. Just as India was juggling with the forces of western modernity and local traditions, globalization swept Indian landscape with a ferocious force that threatened to erode away the indigenous flavours. The tremors that globalization induced have been felt by every Indian – from a villager to an urban dweller, from a farmer to a soldier, and from an artist to a writer.

This course seeks to unravel the pitfalls and productive benefits of globalization in the Indian cultural scenario by analyzing certain cultural artifacts and literary texts. For the purpose of cultural artifacts the course takes into consideration some of the interesting dance forms of India such as *Bharatanatyam* and *Odissi* and the manner in which they have been transformed after globalization. With regard to the literary texts, the course elaborately discusses the Vikas Swarup's *Q and A*, and Aravind Adiga's Booker-winning novel *The White Tiger*. The chief concern of the course is to investigate the notion of cultural globalization in the Indian landscape and to understand the process of acclimatization and amalgamation of the global ideas with the local ethos. You do not have to register in advance – just be there for the first meeting.

First session: 6 May 2015

Prof. Dr. Stefan Horlacher

HS **From Colonialism to Postcolonialism:** **Tue (3)** **W 48/003**
S **E.M. Forster, Joseph Conrad, and**
 Hanif Kureishi

Focusing on three major (post)colonial texts by Joseph Conrad, E.M. Forster and Hanif Kureishi, this seminar offers a dual approach to text analysis as it will be based on both, close readings of *Heart of Darkness* (Conrad), *A Passage to India* (Forster) and *The Buddha of Suburbia* (Kureishi), as well as on analyses of the film versions of these texts, in particular *Apocalypse Now* (Coppola).

With the help of these truly outstanding texts, which offer a wide perspective on the colonial and postcolonial question ranging from conservatism to postmodern concepts of hybridity, we will learn how multilayered and intersectional colonial history and the postcolonial condition of present societies actually are.

Please buy the following editions:

Joseph Conrad: *Heart of Darkness and Other Tales*. Oxford: OUP, 2008. [ISBN 0199536015]

E.M. Forster: *A Passage to India*. London: Penguin, 2005. [ISBN 0141441160]

Hanif Kureishi: *The Buddha of Suburbia*. [any edition]

A syllabus and comprehensive bibliography will be available in the first session. Further materials will be provided online (via OPAL).

Participants will have the opportunity to take part in the international workshop Borderlands/Edgelands which will take place at TU Dresden on **June 25-26**.

NB: This seminar is designed as a compact seminar. This means that the first sessions of the seminar will take place in weeks two and four. The seminar itself will take place on a weekend in July 2015.

You do not have to register in advance – just be there for the first meeting.

Prof. Dr. Stefan Horlacher

HS **Constructions of Masculinity in** **Thu (3)** **W 48/001**
S **British Literature at the Turn of the**
 20th Century

This course explores the challenges which the emerging field of Masculinity Studies presents to literary studies by introducing different theories concerning the conceptualization of masculinity and, more specifically, male gender identities. Moreover, we will examine the specificities of literary representations, or better: creations of masculinities, with the help of a series of British novels.

These include Thomas Hardy's *Jude the Obscure* (1895) and D.H. Lawrence's *Sons and Lovers* (1913) as well as a number of short stories. We will pay special attention to the various ways in which literary texts create different and alternative versions of masculinity, how they enforce or contradict cultural norms and what this implies for the individual protagonists concerned. In a final step, we will discuss the question of transferability of literary knowledge (also about gender identity) into everyday life.

Bibliography

Thomas Hardy: *Jude the Obscure*. London: Penguin, 2012. [ISBN 0140435387]
D.H. Lawrence. *Sons and Lovers*. London: Penguin, 2006. [ISBN 0141441445]
D.H. Lawrence. *The Fox*. [any edition]

A syllabus and comprehensive bibliography will be available in the first session. Further materials will be provided online (via OPAL).

NB: This course prepares students for the "Schriftliches Staatsexamen: Klausur Englische Literaturwissenschaft" (altes Staatsexamen) in fall 2015.

The first session takes place in the second week of term.

You do not have to register in advance – just be there for the first meeting.

PD Dr. Anna-Christina Giovanopoulos

HS **Popular Literature in 19th-Century** **Wed (5)** **W 48/001**
S **Britain**

Far from being a contemporary phenomenon, popular literature thrived in 19th-century Britain. As today, it was viewed with suspicion by literary critics, who thought it poisoned the very body of the nation. But popular literature was there to stay, and there seemed to be only one solution: Make it respectable – but not too much so in order to keep readers with demands for thrilling stories about crime, scandal and the supernatural.

In this seminar we will first discuss terms such as 'popular', 'popular literature' or 'mass literature' and then we will investigate material conditions without which the spread of literature would have been impossible.

This section will be followed by reading samples from *Gothic Literature* (Mary Shelley, *Frankenstein*, 1818), *Silver Fork Novels* (chapters from Edward Bulwer-Lytton, *Pelham*, 1828), *Newgate Novels* (chapters from W.H. Ainsworth, *Jack Sheppard*, 1839-40) and *Sensation Novels* (chapters from Wilkie Collins, *The Woman in White*, 1859-60). We will continue by analysing the condition of women in shorter fiction and finish with a novel grappling with the uncanny, or with modern life towards the turn of the century (R.L. Stevenson, *Dr Jekyll and Mr Hyde*, 1886). Our close readings of the primary texts will be supplemented by selected critical approaches.

Primary texts are mostly available in electronic versions, secondary literature will be provided via OPAL once you have registered in April. Continuous interest and participation in our discussions are expected. More detailed information on syllabus, texts and requirements as well as a bibliography will be provided via OPAL and in the first session in April.

Please read in time for the second session:

Mary Shelley: *Frankenstein*. Ed. J. Paul Hunter (Norton Critical Edition), New York: Norton, 2012 (ISBN 0393927938).

Dr. Amith Kumar

**HS
S**

Myths and Indian Literature(s)

Tue (2)

W48/001

This course seeks to deliberate upon the significance of 'myth' in the context of Indian literatures written in English and regional languages of India. The central purport of the course is to locate the meaning and functions played out by myths – functions that are both constructive and subversive.

By way of introducing the two major epics of the Indian culture namely, *Ramayana* and *Mahabharata*, the course sets out to analyze the manner in which mythical elements have been very crucial narrative devices that invigorate and enliven the Indian literary climate. Myths provide a window to comprehend the variegated diversity of the ideologies of the time, and they exemplify an intense engagement with the socio-political realities. Myths in the Indian context have undergone processes of revision, reinterpretation, adaptation and transformation; so much so that mythologies and mythopoeic imagination have been significant branches of knowledge under the rubric Indian literary studies. The course aims to identify the contours of myth and trajectories of contextualizing myth[s] in the Indian situation. The students are asked to read and interpret six texts from the Indian literary condition that throw light on the processes of 'mythic' truth production, the metaphorical word-play and reconstruction of an alternative world-view.

You do not have to register in advance – just be there for the first meeting.

First session: 5 May 2015

Prof. Dr. Stefan Horlacher

OS

Oberseminar

Tue (6)

W 48/003

The *Oberseminar* is open to doctoral candidates, to students completing their MA, *Staatsexamen* or Master thesis, and to those approaching the end of their studies. It is intended to give the participants the opportunity to introduce their projects, and to learn from the presentations given.

The focus will be on theoretical approaches and their application to the projects, 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.

A prerequisite for those attending is the willingness to present the findings of their work as well as lead the ensuing group discussions.

For Master-students this course serves a double function:

- as the "Peer Colloquium" it is part of the "Wissenschaftliche Praxis II" ("old" Master only), and
- it is the forum for the "Colloquium" of the "Wissenschaftliche Präsentation"-Modul (both "old" and "new" (from 1.10.2013) Master).

Both requirements have to be met in different semesters.

For students in the *Magister* and *Staatsexamens*-courses participation is voluntary; i.e., they will not receive any credits.

The first session will take place in the second week.

3. Kulturstudien Großbritanniens

Bitte beachten Sie, dass die Modulbestandteile „Introduction to British Cultural Studies“ nur im Wintersemester angeboten werden. 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.

Prof. Dr. Thomas Kühn hat im Sommersemester 2015 ein Forschungsfreisemester.

Die Betreuung von Master-/BA-/Magister/Wissenschaftlichen Arbeiten, Hausarbeiten etc. findet selbstverständlich statt wie auch alle Prüfungen.

Alle Veranstaltungen der Professur für Englische Literaturwissenschaft sowie die Vorlesungen von Frau Prof. Kanzler und Frau Prof. Georgi-Findlay sind als Alternative für die Britische Kulturwissenschaft geöffnet.

Zudem lehren im Sommersemester zwei Gastprofessoren im Bereich Kulturstudien Großbritanniens: Prof. Dr. John Storey, University of Sunderland, GB, und Dr. Amith Kumar, English and Foreign Languages University, Hyderabad, Indien.

Mirjam Frotscher, M. A.

PS **“[A] woman is but an animal”* –** **Mon (3)** **HSZ 103**
Ü **Women’s Rights Advocates and**
Their Detractors from Mary
Wollstonecraft to the Suffragettes

“I do not wish them to have power over men; but over themselves.” (Mary Wollstonecraft, *A Vindication of the Rights of Woman*)

Although the period of Enlightenment had possessed all ingredients to put the sexes on an equal footing—considering that the French call for *Liberté, Égalité, Fraternité* had found many proponents all across Europe—the path to women’s equality, paired with an improvement in education and full emancipation, remained a rather treacherous one. Focusing on developments on the British Isles and starting at the close of the 18th century, this course will consider a variety of texts which concern themselves with the education of women, their standing in society, and their supposed nature. Besides looking at writings from those who fought for women’s rights, like Mary Wollstonecraft, John Stuart Mill, Emily Davison and others, texts by their detractors and opponents will also be discussed.

This course is designed to provide students with the necessary skill set to read and understand primary, historical texts and instil in them a deeper knowledge of historical developments, their contexts, and ensuing discourses. Furthermore, students will be encouraged to find and detect lines of reasoning employed by both sides that are still “in fashion” today.

A reader with all necessary reading materials will be provided via OPAL.

Please register for this class on OPAL, starting on March 31.

*Edmund Burke, *Reflections on the Revolution in France*

Mirjam Frotscher, M. A.

**PS
Ü**

**Gender Studies 101 – A
Transnational and Interdisciplinary
Approach**

Wed (4)

HSZ E 03

This course will introduce foundational concepts of gender studies and highlight the intersections of gender with other identity categories such as sexuality, race, class, and disability. The seminar is designed to provide students with a general understanding of different theories and methods used within the field and to familiarize students with terminology and methods used in literary and cultural studies. Through the analysis of (theoretical) texts and other material drawn from North America as well as the British Commonwealth students will not only learn to distinguish between different approaches of feminist, gender, and queer studies, they will also be encouraged to notice common bonds between these related disciplines.

Further details on the texts will be announced in class.

Please register for this class on OPAL, starting on March 31.

Robert Troschitz**PS
Ü****Utopias of the 19th Century****Wed (5)****W 48/004**

The 19th century is often considered the century of industrialisation, urbanisation, growing class divisions, poverty, pollution, and overcrowding. However, it is also a time of technical progress and increasing political participation, a time when society was no longer conceived as unchangeable and other possible and better worlds were imagined. Such utopian worlds played a role in politics and political struggle, the arts, urban planning, and literature.

After an investigation into British society and culture of the 19th century, we will focus on

- 'political utopias' such as communism,
- 'earthly utopias' – actually existing or planned model communities like New Lanark and in particular Sir Ebenezer Howard's *Garden Cities of Tomorrow*,
- and two highly popular 'literary utopias': *News from Nowhere* (William Morris, 1890) and *The Time Machine* (H.G. Wells, 1895).

In all of these cases, whether it is the actually existing community of New Lanark or Morris's fictional utopia, we are not only presented with works of imagination and creativity but reflections on and criticisms of society. Utopias thus offer us an understanding of 19th century Britain but also of our own globalised world of the 21st century, which seems to have abandoned all utopian ideas.

To take part in the course you need to buy (please get exactly the same editions):

- Morris, William. *News from Nowhere and Other Writings* (Penguin Classics, ISBN-13: 978-0140433302)
- Wells, H.G. *The Time Machine* (Simon & Schuster Enriched Classics ISBN-13: 978-0743487733)

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

Christian Schlemper, M.A.

PS **“You’ve never had it so good” –** **Mo (6)** **W 48/001**
Ü **Post-War-Britain: Prosperity,**
Consensus and Relative Decline

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 in the course of the semester.

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

Dr. Amith Kumar

PS Globalization and the Indian Wed (6) BSS E49
Cultural Fabric

Globalization with its other two sisters – privatization and liberalization – has been the bane and the boon for the Indian culture. Just as India was juggling with the forces of western modernity and local traditions, globalization swept Indian landscape with a ferocious force that threatened to erode away the indigenous flavours. The tremors that globalization induced have been felt by every Indian – from a villager to an urban dweller, from a farmer to a soldier, and from an artist to a writer.

This course seeks to unravel the pitfalls and productive benefits of globalization in the Indian cultural scenario by analyzing certain cultural artifacts and literary texts. For the purpose of cultural artifacts the course takes into consideration some of the interesting dance forms of India such as *Bharatanatyam* and *Odissi* and the manner in which they have been transformed after globalization. With regard to the literary texts, the course elaborately discusses the Vikas Swarup's *Q and A*, and Aravind Adiga's Booker-winning novel *The White Tiger*. The chief concern of the course is to investigate the notion of cultural globalization in the Indian landscape and to understand the process of acclimatization and amalgamation of the global ideas with the local ethos. You do not have to register in advance – just be there for the first meeting.

First session: 13 May 2015

Prof. John Storey

V Transitions in Cultural Theory and Popular Culture Thu (2) HSZ 401

The lecture programme examines a range of different theoretical approaches that have contributed to the development of the study of popular culture in British cultural studies. It will begin with an overview of the historical changes and conditions that made modern popular culture possible. This will be followed by a series of lectures on particular theories and methodologies.

1. From Rural To Urban Popular Culture (making possible, for example, association football, Christmas, music hall, and the seaside holiday)
2. From the 'culture and civilisation' tradition to British cultural studies
3. From classical Marxism (Karl Marx and Friedrich Engels) to hegemony (Antonio Gramsci and British cultural studies)
4. Psychoanalysis: from Sigmund Freud to Jacques Lacan
5. Structuralism: from Ferdinand de Saussure to Roland Barthes and social semiotics
6. Feminism to post-feminism
7. Ideology and symptomatic reading (Louis Althusser and Pierre Macherey)
8. Discourse and power (Michel Foucault and Edward Said)
9. Postmodernism and the global postmodern

First session: 21 May 2015

Prof. Dr. Stefan Horlacher

V What is Postcolonialism? An Wed (3) HSZ 304
Introduction and Survey

This lecture provides a comprehensive introduction to postcolonial literature as well as to the methods and approaches of postcolonial theory. In the first part of the lecture we will take a look at the history of British/English colonialism and then explore definitions of colonialism and postcolonialism. 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), but we will also engage with the work of other critics like Gayatri Spivak and Frantz Fanon. In the third part of this lecture, we will then put our knowledge into practice and work with a representative selection of colonial and postcolonial short stories.

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

Participants will have the opportunity to take part in the international workshop Borderlands/Edgelands which will take place at TU Dresden on **June 25-26**.

The first session takes place in the second week of term.

Prof. John Storey

**HS
S**

**British Cultural Studies:
Some Key Issues**

Thu (5)

W 48/004

The seminar will critically explore some of the key issues in the analysis of culture in British cultural studies. It will begin with presentations on,

1. What is culture in British cultural studies?
2. Popular culture and everyday life
3. Culture and power
4. Sites of meaning
5. Cultural identities
6. Cultural memory
7. Cultural mediatization

The final part of the seminar will consist of group presentations. Each group will be asked to select an example of popular culture (text or practice) and analyse it using a theoretical approach from British cultural studies, paying particular attention to the relations between meaning and power.

Please note, because of the late start, there will be two or three seminars on Saturday 6th June.

First session: 21 May 2015

Dr. Amith Kumar

**HS
S**

Myths and Indian Literature(s)

Tue (2)

W48/001

This course seeks to deliberate upon the significance of 'myth' in the context of Indian literatures written in English and regional languages of India. The central purport of the course is to locate the meaning and functions played out by myths – functions that are both constructive and subversive.

By way of introducing the two major epics of the Indian culture namely, *Ramayana* and *Mahabharata*, the course sets out to analyze the manner in which mythical elements have been very crucial narrative devices that invigorate and enliven the Indian literary climate. Myths provide a window to comprehend the variegated diversity of the ideologies of the time, and they exemplify an intense engagement with the socio-political realities. Myths in the Indian context have undergone processes of revision, reinterpretation, adaptation and transformation; so much so that mythologies and mythopoeic imagination have been significant branches of knowledge under the rubric Indian literary studies. The course aims to identify the contours of myth and trajectories of contextualizing myth[s] in the Indian situation. The students are asked to read and interpret six texts from the Indian literary condition that throw light on the processes of 'mythic' truth production, the metaphorical word-play and reconstruction of an alternative world-view.

You do not have to register in advance – just be there for the first meeting.

First session: 5 May 2015

Prof. Dr. Stefan Horlacher

OS

Oberseminar

Tue (6)

W 48/003

The *Oberseminar* is open to doctoral candidates, to students completing their MA, *Staatsexamen* or Master thesis, and to those approaching the end of their studies. It is intended to give the participants the opportunity to introduce their projects, and to learn from the presentations given.

The focus will be on theoretical approaches and their application to the projects, 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.

A prerequisite for those attending is the willingness to present the findings of their work as well as lead the ensuing group discussions.

For Master-students this course serves a double function:

- as the "Peer Colloquium" it is part of the "Wissenschaftliche Praxis II" ("old" Master only), and
- it is the forum for the "Colloquium" of the "Wissenschaftliche Präsentation"-Modul (both "old" and "new" (from 1.10.2013) Master).

Both requirements have to be met in different semesters.

For students in the *Magister* and *Staatsexamens*-courses participation is voluntary; i.e., they will not receive any credits.

The first session will take place in the second week.

4. 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.

Prof. Dr. Katja Kanzler

EK Introduction to Literary Studies Wed (2) HSZ 401

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.

Accompanying Tutorials:

The introductory course is accompanied by a mandatory tutorial.

The specific time slots will be announced in the first session.

Mirjam Frotscher, M. A.

Ü

**The Art of Scholarly Reading, or:
How to get the most out of a novel**

Thu (2)

HSZ E 01

Does narratology leave you at a loss? Do you not quite understand what the difference between Genette and Stanzel is? Do you wonder why the author's intention seemed so important in high school and why it is no longer? Do you doubt you really need all these theories to read, analyze, interpret, and, overall, appreciate a novel? Fear not! This course will try to answer all your questions and shed light on the mysteries of Anglophone literary studies.

This course is designed as a hands-on approach to literary studies by putting the tools that are handed to you in the introductory course to practical use. Focusing on two very different novels from different time periods and countries, you will get the chance to engage with a wide breadth of literary expressions and to apply your knowledge in varying scenarios. Besides deepening your understanding of various schools and currents of (literary) theory, you will also practice skills which are necessary within an academic setting. From putting together a proper bibliography to finding essay topics, we will look at all the nitty-gritty that belongs to scholarly work and which will be useful in your further studies.

Further details on the texts will be announced in class.

Please register for this class on OPAL, starting on March 31

Mirjam Frotscher, M. A.

**PS
Ü**

**Gender Studies 101 – A
Transnational and Interdisciplinary
Approach**

Wed (4)

HSZ E 03

This course will introduce foundational concepts of gender studies and highlight the intersections of gender with other identity categories such as sexuality, race, class, and disability. The seminar is designed to provide students with a general understanding of different theories and methods used within the field and to familiarize students with terminology and methods used in literary and cultural studies. Through the analysis of (theoretical) texts and other material drawn from North America as well as the British Commonwealth students will not only learn to distinguish between different approaches of feminist, gender, and queer studies, they will also be encouraged to notice common bonds between these related disciplines.

Further details on the texts will be announced in class.

Please register for this class on OPAL, starting on March 31.

Gesine Wegner, M. A.

**PS
Ü**

**Contemporary Negotiations of
Disability in American Literature
and Film**

Tue (3)

HSZ E 03

Over the last three decades, the emergence of the interdisciplinary field of Disability Studies has given unprecedented visibility to the concerns of people with disabilities. Looking critically at and beyond its medical definitions, disability has become a research object for scholars within the arts and humanities, drawing considerable scholarly attention to the ways in which people with disabilities are represented in literature, film, and television. In their provocative book *Narrative Prosthesis: Disability and the Dependencies of Discourse* literary scholars David T. Mitchell and Sharon L. Snyder describe the function of disability in English literature as primarily twofold. According to them, not only does disability pervade literary narrative as “a stock feature of characterization,” but also as “an opportunistic metaphorical device.”

In this course we want to study, discuss, and challenge Mitchell and Snyder’s concept of a “narrative prosthesis.” In attending to this subject, we will alternate our attention between critical, theoretical work and primary literary texts. In doing so, we will focus on contemporary negotiations of physical disability in American literature and film. During the course of the semester, we will discuss whether disability has become subject to its own “minority literature” and whether those (semi-)fictional texts by and about people with disabilities, which possibly constitute such a “disability literature,” challenge more traditional negotiations of disability, thereby also challenging the “narrative prosthesis.”

Please purchase:

Susan Nussbaum: *Good Kings, Bad Kings* [ISBN 1780743858]

Audre Lorde: *The Cancer Journals* [ISBN 1879960737]

Further details on the texts and films to be discussed will be announced on our course homepage (via OPAL). Please register for this class on OPAL, starting on March 31.

apl. Prof. Dr. Angelika Köhler

Ü **Modernism, Postmodernism and** **Thu (4)** **W 48/001**
PS **Beyond: 20th and 21st Century**
 Directions in the American Short
 Story

Throughout the 20th century, the American Short Story increasingly developed into a genre of experimentation with forms of literary mediation, thus reshaping the most powerful traditions of short story writing. Reading and analyzing a variety of short stories written in the 20th and 21st century against the background of the traditional formalist concept of the American Short Story as a compressed, unified and plotted narrative, we want to find out how these texts, first, revise notions of totality, brevity, intensity, suggestiveness and unity of effect and, second, negotiate the increasingly complex and multifaceted experiences of contemporary life, which enables the short story to develop into a literary form well adapted to construct images of the constantly changing and frequently fragmented conditions of American culture in these centuries.

There is no prior registration for the course.

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

Prof. Dr. Katja Kanzler

V + AK	Survey of American Literature 1 – Beginnings to Civil War	Thu (3) AK Thu (5)	HSZ 401 tba
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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"/"Studentische Arbeitsgemeinschaft" for students in the M.Ed. and in the old M.A. program. This AK starts in the second week of classes. Students in the old M.A. program who wish to complete their "Wissenschaftliche Praxis 1" or "Wissenschaftliche Praxis 2" with Prof. Kanzler should contact her by email before 1 April.

Prof. Dr. Katja Kanzler

HS S	Passing, Posing, Masquerade: 'Racechanges' in American Literature	Tue (4)	BSS 117
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People—historically real persons as well as fictional characters—who cross the boundaries of 'race' are a conspicuous recurrence in American social, cultural, and literary history: men and women legally defined as black who pass for white; blackface minstrelsy and its legacy in 20th-century popular culture; whites who, in a variety of constellations, imagine themselves to be black. Literary scholar Susan Gubar suggests the term "racechange" as an umbrella for such instances of "the traversing of race boundaries, racial imitation or impersonation, cross-racial mimicry or mutability, white posing as black or black passing as white" (Racechanges 5).

This seminar explores the ways in which racechange figures as a topos in American literature from the 19th to the 21st century. In the course of selected literary and theoretical readings we will ask: How do narratives of racechange reflect on the category and discourse of 'race'? What notions of 'blackness' and 'whiteness' do they negotiate? How do narratives of racechange engage with the (historically changing) power structures of 'race'? Readings may include short fiction by Charles Chesnutt, Mark Twain's *Pudd'nhead Wilson*, Nella Larsen's *Passing*, Norman Mailer's "The White Negro," and other texts.

A list of the texts to be discussed will be available on the seminar's course-homepage (OPAL) by the end of March.

There is no prior registration for the course.

This course prepares students for the **"Schriftliches Staatsexamen: Klausur Amerikanische Literaturwissenschaft" (altes Staatsexamen)**.

apl. Prof. Dr. Angelika Köhler

HS **Challenging Stereotypes: Voices of** **Mon (4)** **W 48/102**
S **the Asian American Diaspora**

Since the beginning of the 1980s, the US-American cultural scene has been increasingly shaped by a body of highly experimental fictions written by writers with an Asian background and critical studies that negotiate the heterogeneity of contemporary Asian American culture. They document an increasing diversification and inner complexity of Asian American culture that defy any unifying concept of Asian American identity. In order to find answers to the questions what it means to be and to write as an American of Asian descent, we will start our critical discussions from a reconsideration of basic features of the diaspora revolving around the multiple axes of ethnicity, gender, class, and sexuality. Realizing that, as Lisa Lowe has pointed out, "'Asian American practices' [...] produce identity" we will then analyse a selection of poems, plays, short stories and novels written by Chinese, Japanese, Korean, Vietnamese and Indian American writers who despite generic and narrative diversity define literary creativity in terms of establishing a balanced interaction between the multiplicity of their individual cultural experiences and the need to position themselves within the national contexts of US-American multicultural society. The aim of this course is to find out how these historically significant texts suggest redefinitions of rootedness by traversing the boundaries of unity and diversity, thus claiming an infinity of layers of self and community.

There is no prior registration for the course.

apl. Prof. Dr. Angelika Köhler

HS **Writing and Re-Writing American** **Wed (3)** **W 48/101**
S **Autobiography**

Autobiographical writing designates self-referential writing. Since it negotiates issues that revolve around questions associated with "self," "life" and "writing," autobiographies represent special processes of mediation, thematically between the self and the world, technically between the author and the chosen medium of self-representation. Located in the liminal spaces between fact and fiction, these retrospective life narratives defy generic identification. For this reason, we will start out with a discussion of some theoretical approaches to autobiographical texts as a most flexible "figure of understanding" (de Man 1984) that is supposed to develop a growing awareness of the complexities of the interactions between the "personal" and the "historical" and of the role individual stories play in the making of history. Afterwards we will pay critical attention to the increasing heterogeneity of American self-referential writing. Reading and analyzing selected 20th and 21st century American autobiographical narratives we will among others negotiate the contemporary preference of the term *life writing* to autobiography when referring to telling the story of one's life.

There is no prior registration for the course.

This course prepares students for the "**Schriftliches Staatsexamen: Klausur Amerikanische Literaturwissenschaft**" (altes Staatsexamen).

5. Nordamerikastudien

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

EK + Tutorials	Introduction to American Cultural Studies	Wed (4)	HSZ 401
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This course is intended for all first year students as part of the module "Basics of Cultural Studies". It will introduce students to the key themes of American studies. Among the issues discussed will be: fundamental ideas and institutions, historical developments, and current issues in North American culture. Requirement for credit: regular participation and final exam. 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 Women's Rights Advocates will be offered in the winter semesters).

Accompanying tutorials:

Time and place will be announced.

Stefanie Hellner, Staatsexamen

Ü Basic Readings in North American Tue (3) HSZ E 05
Cultural Studies

This course is intended for all first year students as part of the module "Basics of Cultural Studies" (Übung). 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. Requirements to be announced in class.

Mirjam Frotscher, M. A.

**PS
Ü**

**Gender Studies 101 – A
Transnational and Interdisciplinary
Approach**

Wed (4)

HSZ E 03

This course will introduce foundational concepts of gender studies and highlight the intersections of gender with other identity categories such as sexuality, race, class, and disability. The seminar is designed to provide students with a general understanding of different theories and methods used within the field and to familiarize students with terminology and methods used in literary and cultural studies. Through the analysis of (theoretical) texts and other material drawn from North America as well as the British Commonwealth students will not only learn to distinguish between different approaches of feminist, gender, and queer studies, they will also be encouraged to notice common bonds between these related disciplines.

Further details on the texts will be announced in class.

Please register for this class on OPAL, starting on March 31.

Enrico Barth, M.A.

Ü

Introduction to Film Analysis

Mon(2) BSS E41/U

This introductory course is designed to provide an analytical approach to motion pictures beyond watching for sole entertainment. Basic concepts pertaining to the analysis of genre, plot, character, montage, and interpretation/symbolism are introduced in order to enable students to successfully analyze films on their own and discover a deeper meaning below the shiny 'celluloid surface.' Supported by an ample number of examples, the course will ultimately attempt to answer the quintessential question to what ends a movie is constructed the way it is.

Requirements: frequent and active participation; individual film analysis

Prof. Dr. Brigitte Georgi-Findlay

V + AK

**American Cultural History 2:
19th Century**

**Tue (5)
AK Tue (6)**

**HSZ 403
HSZ E 03**

This lecture course explores selected issues in North American political, social, and cultural history of the 19th century, from the Early National Period through the Jacksonian Era, Civil War and Reconstruction, the Gilded Age to the Progressive Era. It is intended for all students that have completed the "Basics" module.

Requirements to be announced in class.

Prof. Dr. Brigitte Georgi-Findlay

**PS
Ü**

Survey of American Culture

Mon (3)

HSZ 105

This survey course is intended for first-year students (as Übung) and second year students as part of the module "Survey of English and American Studies" (as Proseminar). 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.

Requirements to be announced in class.

Prof. Dr. Brigitte Georgi-Findlay

S **Topics of American Studies:** **Thu (3)** **W 48/004**
History by Hollywood

This seminar is intended for students who have completed the "Survey" Module. It focuses on the ways that American film (and, to a certain extent, TV) has "written" history and thus contributed to the interpretation of historical events such as, for example, the wars that America has fought, westward expansion, the civil rights movement, the Kennedy assassination, etc. A reader will be available at the beginning of the semester.

This course prepares students of the (old) Lehramt for the "Schriftliches Staatsexamen: Klausur Amerikanische Kultur" in fall 2015.

Dr. Frank Usbeck

S	Cultural History of War in the United States	Blockveranstaltung 1.Intro 8.5. (2-3) 2.Block 19.6.(2-5) 3.Block 10.7.(2-5) 4.Block 17.7.(2-5)	tba
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This Hauptseminar is intended for third year B.A. students as well as for M.A. students and students of the Lehramt. It will discuss how war has been represented in American culture throughout history and how war and culture have influenced each other. It will deal with cultural expressions of war in a wide range of media and genres.

Please note that the seminar is only open to students who commit to attending all sessions.

The seminar will offer all Prüfungsleistungen that are commonly provided in S/SiH/HS in North American Culture. **Prior registration** via this course-homepage is necessary. Registration is open from **16 March to 12 April**.

Information on mandatory reading for the first session on 8 May will be available on OPAL by 1 April. Texts will be available for download on this course-homepage. Please bring the assigned texts to class, we will be working with them.

6. Englische Sprache und Literatur und ihre Didaktik

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

Prof. Dr. Andreas Marschollek

EK+Ü	Reflected Practice of Teaching English – Introduction	Mon (4)	W 48/004
		Wed (3)	W 48/004

This combined course (splitting of EK+Ü not recommended!) provides an insight into the variable factors and processes involved in learning/teaching English as a foreign language. Participants are encouraged to reflect on how these can be considered/controlled in English classes in order to facilitate the development of intercultural communicative competence. Task-based assignments such as the analysis and the planning of complex teaching units on the basis of current textbooks will support the integration of theoretical with practical perspectives and prepare for the courses 'Reflected Practice of Teaching English – Seminar' and 'Reflected Practice of English - *Schulpraktische Übung*'.

Target groups

- Lehramt: 1st part of the module "Reflected Practice of Teaching English"
- B.Ed.: 1st part of the module "Reflected Practice of Teaching English"
- B.A. WiPäd: 1st part of the module "Reflected Practice of Teaching English WP"

Registration and further information

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

Please access the Forum of Teacher Education for details on course contents, objectives, organization, tasks and requirements.

Recommended reading

Müller-Hartmann, Andreas & Schocker-v. Ditfurth, Marita (2014). *Introduction to English Language Teaching*. Stuttgart: Klett.

Susann Haffner, Sabine Reiter, Dr. Carmen Weiss

S	Reflected Practice of Teaching English - Seminar		
	Grundschule / Mittelschule / Gymnasium (focus on secondary level I) (S. Reiter)	Tue (3)	HSZ 105
	Gymnasium (focus on secondary level I/II) (S. Haffner)	Thu (4)	SE 2/122
	Gymnasium / Berufsbildende Schule (C. Weiss)	Mon (3)	W 48/102

This seminar provides a platform for presenting and discussing selected aspects of foreign language teaching in preparation for or in support of the course 'Reflected Practice of Teaching English - *Schulpraktische Übung*' (RPTE-SPÜ). Thus it assists participants both in dealing with issues coming up in daily classroom situations and in deepening their theoretical understanding of learning and teaching processes. For that reason, this course should be completed before (recommended) or at least parallel to the course 'Reflected Practice of Teaching English – *Schulpraktische Übung*'.

Target groups

- Lehramt: 2nd part of the module "Reflected Practice of Teaching English"
- B.Ed.: 2nd part of the module "Reflected Practice of Teaching English"
- B.A. WiPäd: 2nd part of the module "Reflected Practice of Teaching English WP"

Registration and further information

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

Dates and topics for the *Prüfungsleistung Referat* will be assigned in the first session only - making your personal presence imperative.

Please access the Forum of Teacher Education for details on course contents, objectives, tasks and requirements.

Susann Haffner, Sabine Reiter, Dr. Carmen Weiss

SPÜ	Reflected Practice of Teaching English - <i>Schulpraktische Übung</i> (4x Haffner: MS / GY) (4x Reiter: GS / MS / GY) (5x Weiss: GY / BS)	school days*	school*
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This course requires the competences developed in the course 'Reflected Practice of Teaching English – Introduction' and 'Reflected Practice of Teaching English – Seminar': 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.

The course "Reflected Practice of Teaching English - Seminar" should be completed either before (recommended) or at least parallel to the course 'Reflected Practice of Teaching English – SPÜ'.

Target groups

- Lehramt: 2nd/3rd part of the module "Reflected Practice of Teaching English"
- B.Ed.: 2nd/3rd part of the module "Reflected Practice of Teaching English"

Registration and further information

Previous reservation and booking via *Praktikumsportal Sachsen* is required. For details, please check the homepage of *Englische Sprache und Literatur und ihre Didaktik*.

Please access the Forum of Teacher Education for details on course contents, objectives, tasks and requirements.

*Available school days and schools will be specified via *Praktikumsportal Sachsen*.

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.

Prof. Dr. Andeas Marschollek

S Advanced Practice of Teaching Mon (5) W 48/004
English (3-9)

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 in a task-based environment taking advantage of the potential of (literary) texts and (digital) media en route to intercultural communicative competence. We will analyze the respective theoretical background and transfer it to the classroom by planning and reflecting on exemplary teaching units tailored to the needs and potentials of language learners in years 3-9. The course prepares for "Blockpraktikum B".

Target groups

- Lehramt: 1st part of the module "Advanced Practice of Teaching English"
- M.Ed.: 1st part of the module "Fachdidaktik Englisch"
- M.A. WiPäd: 1st part of the module "Advanced Practice of Teaching English WP"

Registration and further information

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

Dates and topics for the *Prüfungsleistung Referat (Lehramt and M.A. WiPäd)* or *Präsentation (M.Ed.)* will be assigned in the first session only - making your personal presence imperative.

Please access the Forum of Teacher Education for details on course contents, objectives, tasks and requirements.

Recommended reading

Müller-Hartmann, Andreas & Schocker, Marita & Pant, Hans Anand (Hrsg.). (2013). *Lernaufgaben Englisch aus der Praxis*. Stuttgart: Klett.

Prof. Dr. Andreas Marschollek

S **Advanced Practice of Teaching** **Wed (4)** **W 48/004**
English (9+)

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 in a task-based environment taking advantage of the potential of (literary) texts and (digital) media en route to intercultural communicative competence. We will analyze the respective theoretical background and transfer it to the classroom by planning and reflecting on exemplary teaching units tailored to the needs and potentials of language learners in years 9+. The course prepares for "Blockpraktikum B".

Target groups

- Lehramt: 1st part of the module "Advanced Practice of Teaching English"
- M.Ed.: 1st part of the module "Fachdidaktik Englisch"
- M.A. WiPäd: 1st part of the module "Advanced Practice of Teaching English WP"

Registration and further information

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

Dates and topics for the *Prüfungsleistung Referat (Lehramt and M.A. WiPäd)* or *Präsentation (M.Ed.)* will be assigned in the first session only - making your personal presence imperative.

Please access the Forum of Teacher Education for details on course contents, objectives, tasks and requirements.

Recommended reading

Müller-Hartmann, Andreas & Schocker, Marita & Pant, Hans Anand (Hrsg.). (2013). *Lernaufgaben Englisch aus der Praxis*. Stuttgart: Klett.

Sabine Reiter

S

**Ergänzungsbereich:
Individualized Teaching**

Tue (2)

Each student learns differently. Individualized teaching aims at the needs of the individual learner while teaching according to the curriculum and meeting the *Bildungsstandards*.

This course deals with ways and techniques to include differentiated and individualized teaching in the classroom taking into consideration different school forms.

The focus will, among others, be on learning vs. teaching, individual vs. cooperative learning as well as the establishment of open learning arrangements and learner autonomy in the English language classroom. Also, classroom and time management, formats of diagnosis, assessment and self-assessment will be dealt with.

Materials and resources will be introduced in the seminar.

Target groups

- Lehramt: Ergänzungsbereich

Registration and further information

Please register for the seminar in our first meeting.

7. Sprachlernseminare

Sprachlernseminare

David Hintz, M.A.

Keith Hollinasworth, M.A., PGCE

Pronunciation and Intonation

KH = British English

DH = American English

Tue (2) BSS,117 (KH)

Tue (3) BSS,117 (KH)

Thu (2) BSS,133 (DH)

Fri (3) BSS,133 (DH)

Modules:

B.A.: Language Components

State Exam: Language

Components

Sprachlernseminar

Requirements: Regular participation, homework and tests

Written Exam (50%)

Oral Exam (50%)

Students have to choose between British and American English but the course content is very similar. In this 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 test on phonetic transcription and phonology

(2) an oral test at the end of the semester.

Materials:

- "The Englang Pronunciation Course" book and 2 CDs (€18)

- Course materials will be made available (€1).

Please bring €19 to the first class.

Prerequisites: The Entry Test must have been passed.

David Hintz, M.A.
Marc Lalonde, B.Ed., B.A.

Grammar	Tue (2)	BBS,133 (DH)
	Tue (3)	BBS,133 (DH)
Modules:	Wed (2)	BSS,109 (ML)
B.A.: Language Components	Wed (3)	BSS,109 (ML)
State Exam: Language Components		

Sprachlernseminar 3 KP

Requirements: Regular participation, homework and tests
 Written 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, translation and sentence analysis. 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.

Course materials will be made available at ca €5.

Prerequisites: The Entry Test must have been passed.

David Hintz. M.A.
Marc Lalonde. B.Ed., B.A.

Vocabulary	Mon (2)	BSS,109 (ML)
	Mon (3)	BSS,109 (ML)
Modules:	Thu (3)	BSS,133 (DH)
B.A.: Language Components	Fri (2)	BSS,133 (DH)
State Exam: Language Contexts		

Requirements: Regular participation, homework and tests
 Written Exam

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 and one main exam at the end of the semester.

Course materials will be made available at ca €5.

Prerequisites: The Entry Test must have been passed.

Marc Lalonde, B.Ed., B.A.

**Classroom English in the Secondary
School**

**Thu (3) BSS,109
Thu (4) BSS,109
Thu (5) BBS,109**

**Module:
State Exam: Language Contexts**

Sprachlernseminar

Requirements: Regular participation, homework and tests
Written Exam (50%)
Presentation (50%)

This course should be taken by all year 2 B.Ed. and State Exam students before their teaching practice (SPÜ).

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.

Course materials will be made available at ca €5.

Prerequisites:

Developing Skills Abroad

Module:
B.Ed.: Language Contexts

**No
course**

Sprachlernseminar

Requirements: Regular participation, homework and tests
B.Ed. Allg. Schulen: 1) Written report (50%)
2) Presentation (50%)
B.Ed. Berufs. Schulen: Written report

Please note that we are not offering this course any more as it is only relevant to the B.Ed. programme which is running out. We assume that all B.Ed. students have taken this course. A small number of B.Ed. students, however, may not have completed the exam requirements (Presentation and Report). Of course, we shall continue to hear and read these and give grades for these requirements. Should you be in this situation, please contact Keith Hollingsworth.

Classroom English in the Primary School

**No
course
In SS15**

Modules:

B.Ed.: Language Contexts

State Exam: Language Contexts

Sprachlernseminar

Requirements: Regular participation, homework and tests

(1) Written Exam (50%)

(2) Presentation (50%)

Please note that this course will next be offered in WS 2015-16.

This course must be taken by all year 2 B.Ed. and State Exam students before their teaching practice (SPÜ).

This course is exclusively for students training to work in primary schools. The course will concentrate on learning and practising the language needed for conducting lessons in English in the primary school. One part of the seminar will focus on the language required for the classroom (equipment, classroom surroundings, the organization of class activities, discipline, games etc). The other part of the seminar will involve a simulation in which the seminar group acts as a school class and 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. A visit to an English lesson in a primary school has also been planned.

Course materials will be made available at ca €5.

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

Listening and Speaking	Tue (2)	SE2,123 (SE)
	Tue (3)	SE2,123 (SE)
Modules:	Tue (4)	SE2,123 (SE)
B.A.: Language Skills	Wed (2)	BSS,133 (DH)
B.Ed.: Language Skills		
State Exam: Language Skills		

Sprachlernseminar

Requirements: Regular participation, homework and tests
 (1) Written Exam (50%)
 (2) Oral Exam (50%)

We 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.

Course materials will be made available at ca €5.

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

Marc Lalonde, B.Ed., B.A.

Reading

Wed (4)

BSS,109

Modules:

B.A. (old): Language Skills (Option)

B.A. (new): Language Skills (Option)

B.Ed.: Language Skills

**State Exam: Language Skills
(Option)**

**State Exam: Language Applications
(Option)**

Sprachlernseminar

Requirements: Regular participation, homework and tests
Written Exam

This course is specifically designed for the old B.A. (till SS 2013) and B.Ed. courses, which are running out. State Exam and candidates on the new B.A. programme (from WS 2013) can also take this course as an option.

The aim of this course is to raise familiarity with a range of text types, including academic texts, and to practise 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).

Course materials will be made available at ca €5.

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

David Hintz, M.A.
Marc Lalonde, B.Ed., B.A.

Writing	Tue (2)	BSS,109 (ML)
	Tue (3)	BSS,109 (ML)
Modules:	Tue (4)	BSS,109 (ML)
B.A.: Language Skills	Wed (3)	BSS,133 (DH)
B.Ed.: Language Skills		
State Exam: Language Skills		

Sprachlernseminar

Requirements: Regular participation, homework and tests
 Written Exam

This course is to be taken by year 2 B.A. students and year 3 B.Ed. and *Lehramt* students. Year 2 B.Ed. and *Lehramt* students may also take this course in year 2 if places are available.

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.

Students may be 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.

Course materials will be made available at ca €5.

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

Sandra Erdmann, M.A.

Theatre Workshop	Mon	BEY/68/H
	(5+6)	
Modules:	Tue (5)	SE2,123
B.A. (old): Language Training 3	Wed (4)	SE2,123
(Option)		
B.A.(new): Language Creativity		
(Option)		
State Exam: Language Skills(Option)		
State Exam: Language Applications		
(Option)		

Sprachlernseminar

Requirements: Regular participation, homework and tests
 B.A.: Written Exam (50%)
 Presentation (50%)
 State Exam: Language Exam

This course is offered as an Option course to both B.A. and State Exam candidates and also as an extra voluntary course to any students who feel they need some extra support. Foreign exchange students of English are very welcome.

In this course we will be practising some basic play-writing, 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.

Keith Hollingsworth, M.A., PGCE**JABS Magazine****Mon (3)****BSS 117****Modules:****B.A. (old): Language Training 3
(Option)****B.A.(new): Language Creativity
(Option)****State Exam: Language Skills(Option)****State Exam: Language Applications
(Option)**

Sprachlernseminar

Requirements: Regular participation, homework and tests

B.A.: Written Exam (50%)

Presentation (50%)

State Exam: Written Exam

This course is offered as an Option course to both B.A. and State Exam candidates and also as an extra voluntary course to any students who feel they need some extra support. Foreign exchange students of English are very welcome.

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. Foreign exchange students of English are also very welcome.

Course materials will be made available at ca €3.

Keith Hollingsworth, M.A., PGCE**Error Analysis****Wed (2)****BSS,117****Modules:****B.A. (old): Language Training 3
(Option)****B.A.(new): Language Creativity
(Option)****State Exam: Language Skills(Option)****State Exam: Language Applications
(Option)**

Sprachlernseminar

Requirements: Regular participation, homework and tests

B.A.: Written Exam (50%)

Presentation (50%)

State Exam: Written Exam

This course is offered as an Option course to both B.A. and State Exam candidates and also as an extra voluntary course to any students who feel they need some extra support. Foreign exchange students of English are very welcome.

The course will analyse the typical errors made by learners in spoken and written English. The course will also try to establish the strengths and weaknesses of each participant and then suggest strategies and provide materials to help overcome any problems. The course will involve discussion topics based on reading texts, exercises in grammar, pronunciation/intonation and vocabulary, as well as writing assignments.

Regular participation and the fulfilling of homework assignments are of utmost importance.

Materials:

- *The Mistakes Clinic* by G. Parkes will be sold in class (ca €12.50)

- Photocopied materials will be made available at ca €2.

Please bring €14.50 to the first meeting)

Keith Hollingsworth, M.A., PGCE

Novel Language

Wed (3)

BSS,117

Modules:

**B.A. (old): Language Training 3
(Option)**

**B.A.(new): Language Creativity
(Option)**

State Exam: Language Skills(Option)

**State Exam: Language Applications
(Option)**

Sprachlernseminar

Requirements: Regular participation, homework and tests

B.A.: Written Exam (50%)

Presentation (50%)

State Exam: Written Exam

This course is offered as an Option course to both B.A. and State Exam candidates and also as an extra voluntary course to any students who feel they need some extra support. Foreign exchange students of English are very welcome.

In this course we will be using David Lodge's novel *Nice Work* as the basis for discussing an author's use of language. We will also take a look at the background to the university situation in Great Britain as described by Lodge. In addition, students will prepare a variety of vocabulary exercises to present to the group, as well as doing some text translation and writing assignments.

Please note that this is a language learning seminar which uses literature as a basis for language learning. This is not a course in English literature.

Regular participation and the fulfilling of homework assignments are of utmost importance.

Materials:

- *Nice Work* by David Lodge (please order and bring to the first class)
- Photocopied materials will be made available at ca €3.

Marc Lalonde, B.Ed., B.A.

Creative Writing

Mon (4) BSS,109

Modules:

**B.A. (old): Language Training 3
(Option)**

**B.A.(new): Language Creativity
(Option)**

State Exam: Language Skills(Option)

**State Exam: Language Applications
(Option)**

Sprachlernseminar

Requirements: Regular participation, homework and tests

B.A.: Written Exam (50%)

Presentation (50%)

State Exam: Written Exam

This course is offered as an Option course to both B.A. and State Exam candidates and also as an extra voluntary course to any students who feel they need some extra support. Foreign exchange students of English are very welcome.

In this writing workshop students will be encouraged to produce and exchange their own work. We will practise 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 type before going on to create our own works of art! Students wishing to take part will be expected to write something every week.

Course materials will be made available at ca €3.

Sandra Erdmann, M.A.

Advanced Translation	Thu (2)	SE2,123
	Thu (3)	SE2,123
	Thu (4)	SE2,123
Modules:		
Master: <i>Sprachpraxis</i>		
M.Ed.: <i>Sprachpraxis</i>		
State Exam: Language Applications		

Sprachlernseminar

Requirements: Regular participation, homework and tests
Master: Oral Presentation and Written Exam
Lehramt Master: Written Exam
State Exam: Written Exam

This course is aimed at all Master and State Exam students. Foreign students whose English is at an advanced level may also participate.

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 have a good grammar book and a good monolingual dictionary.

Photocopied materials will be made available at ca €5.

Sandra Erdmann, M.A.

Advanced Essay Writing

Wed (2)

SE2,123

Wed (3)

SE2,123

Modules:

Master: *Sprachpraxis*

M.Ed.: *Sprachpraxis*

State Exam: Language Applications

Sprachlernseminar

Requirements: Regular participation, homework and tests
Master: Oral Presentation and Written Exam
Lehramt Master: Written Exam
State Exam: Written Exam

This course is aimed at all Master and State Exam students. Foreign students whose English is at an advanced level may also participate.

This course will develop the work of the Writing course and will focus particularly on writing argumentative 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.

Photocopied materials will be made available at ca €5.

David Hintz, M.A.

Remedial Skills Development

W 48, 307

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.

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8. Prüfungsnummern für den Studiengang B. A. Anglistik und Amerikanistik (alt)

Titel der LV (Lang- oder Kurztitel)	Lehrkraft/Prüfer (Titel, Nachname)	Prüfungsnummer
1. Englische Sprachwissenschaft		
Introduction to Synchronic Linguistics	Koch	1110
English around the World	Prof. Lange	1120
Medieval England	Dr. Wolf	1120
Postcolonial Englishes	Prof. Lange	2110; 2410; 3110; 3410
Introduction to Sociolinguistics	Dr. Wolf	2120; 2420
Corpus-based Language Studies	Koch	2120; 2420
Grammar and Discourse	Prof. Lange	3120; 3420
Languages in Contact	Prof. Lange	3120; 3420
Mdl. Prüfung	Prof. Lange	3130
2. Englische Literaturwissenschaft		
Introduction to Literary Studies	Prof. Kanzler	1210
Scholarly Reading	Frotscher.	1220
Gender Studies 101	Frotscher	1220; 2220; 2420
The Merchant of Venice	Dr. Schwanebeck	1220
Postcolonialism	Prof. Horlacher	2210; 2410; 3210; 3410
007	Dr. Schwanebeck	2220; 2420
<i>Robinson Crusoe</i>	Schötz	2220; 2420
From Colonialism to Postcolonialism	Prof. Horlacher	3220; 3420
Constructions of Masculinity	Prof. Horlacher	3220; 3420
Popular Literature	PD Dr. Giovanopoulos	3220; 3420
Mdl. Prüfung	Prof. Horlacher	3230
3. Kulturstudien Großbritanniens		
Utopias	Troschitz	1320; 2320; 2420
Post-War-Britain	Schlemper	1320; 2320; 2420
Women's Rights Advocates	Frotscher	1320; 2320; 2420
Gender Studies 101	Frotscher	1320; 2320; 2420
Transitions in Cultural Theory and Popular Culture	Prof. Storey	2310; 2410;

		3210; 3410
British Cultural Studies: Some Key Issues	Prof. Storey	3220; 3420
Mdl. Prüfung	Prof. Kühn	3230
4. Kultur Nordamerikas		
Introduction to American Cultural Studies	Prof. Georgi-Findlay	1310
Basic Readings	Hellner	1320
Gender Studies 101	Frotscher	1320; 2320; 2420
Survey of American Culture	Prof. Georgi-Findlay	1320; 2320; 2420
American Cultural History 2	Prof. Georgi-Findlay	2310; 2410; 3310; 3410
Topics of American Studies:	Prof. Georgi-Findlay	3320; 3420
Cultural History of War	Dr. Frank Usbeck	3320; 3420
Mdl. Prüfung	Prof. Georgi-Findlay	3330
4. Literatur Nordamerikas		
Introduction to Literary Studies	Prof. Kanzler	1210
Scholarly Reading	Frotscher	1220
Gender Studies 101	Frotscher	1220; 2220; 2420
Negotiations of Disability	Gesine Wegner	1220; 2220; 2420
Short Stories	Prof. Köhler	1220; 2220; 2420
Survey of American Literature I	Prof. Kanzler	2210; 2410; 3310; 3410
'Racechanges'	Prof. Kanzler	3320; 3420
Autobiography	Prof. Köhler	3320; 3420
Asian American Diaspora	Prof. Köhler	3320; 3420
Mdl. Prüfung	Prof. Kanzler	3330
Mdl. Prüfung	Prof. Köhler	3330
7. Sprachlernseminare		
Pronunciation and Intonation	Hintz	1410
	Hollingsworth	1410

Grammar	Lalonde	1420
	Hintz	1420
Vocabulary	Hollingsworth	1430
	Lalonde	1430
Listening and Speaking	Erdmann	2510
	Hintz	2510
Reading	Lalonde	2520
Writing	Lalonde	2530
	Hintz	2530
Option 1	Hollingsworth	3510
	Lalonde	3510
	Erdmann	3510
	Hintz	3510
Option 2	Hollingsworth	3520
	Lalonde	3520
	Erdmann	3520
	Hintz	3520

9. Prüfungsnummern für den Studiengang B. A. Anglistik und Amerikanistik (neu)

Titel der LV (Lang- oder Kurztitel)	Lehrkraft/Prüfer (Titel, Nachname)	Prüfungsnummer
1. Englische Sprachwissenschaft		
Introduction to Synchronic Linguistics	Koch	55110
English around the World	Prof. Lange	55120
Medieval England	Dr. Wolf	55120
Postcolonial Englishes	Prof. Lange	56110; 56410; 56610
Introduction to Sociolinguistics	Dr. Wolf	56120; 56420; 56620
Corpus-based Language Studies	Koch	56120; 56420; 56620
Grammar and Discourse	Prof. Lange	57110; 57410; 57610
Languages in Contact	Prof. Lange	57110; 57410; 57610
Mdl. Prüfung	Prof. Lange	57120
2. Englische Literaturwissenschaft		
Introduction to Literary Studies	Prof. Kanzler	55210
Scholarly Reading	Frotscher	55220;
Gender Studies 101	Frotscher	55220; 56220; 56320; 56620
<i>The Merchant of Venice</i>	Dr. Schwanebeck	55220
Postcolonialism	Prof. Horlacher	56210; 56310; 56610
007	Dr. Schwanebeck	56220; 56320; 56620
<i>Robinson Crusoe</i>	Schötz	56220; 56320; 56620
From Colonialism to Postcolonialism	Prof. Horlacher	57210; 57310; 57610
Constructions of Masculinity	Prof. Horlacher	57210; 57310; 57610
Popular Literature	PD Dr. Giovanopoulos	57210; 57310; 57610
Mdl. Prüfung	Prof. Horlacher	57320
3. Kulturstudien Großbritanniens		
Women's Rights Advocates	Frotscher	55320; 56220; 56420; 56520
Gender Studies 101	Frotscher	55320; 56220; 56420; 56520
Utopias	Troschitz	55320; 56220; 56420; 56520
Post-War-Britain	Schlemper	55320; 56220; 56420; 56520
Transitions in Cultural Theory and Popular Culture	Prof. Storey	56210; 56410; 56510
British Cultural Studies: Some Key Issues	Prof. Storey	57210; 57310; 57610
Mdl. Prüfung	Prof. Kühn	57320

4. Kultur Nordamerikas		
Introduction to American Cultural Studies	Prof. Georgi-Findlay	55310
Basic Readings	Hellner	55320
Gender Studies 101	Frotscher	55320; 56220; 56420; 56520
Survey of American Culture	Prof. Georgi-Findlay	55320; 56220; 56420; 56520
American Cultural History 2	Prof. Georgi-Findlay	56210; 56410; 56510
Topics of American Studies:	Prof. Georgi-Findlay	57210; 57410; 57510
Cultural History of War	Dr. Frank Usbeck	57210; 57410; 57510
Mdl. Prüfung	Prof. Georgi-Findlay	57520
5. Literatur Nordamerikas		
Introduction to Literary Studies	Prof. Kanzler	55210
The Art of Scholarly Reading	Frotscher	55220
Gender Studies 101	Frotscher	55220; 56220; 56320; 56620
Negotiations of Disability	Gesine Wegner	55220; 56220; 56320; 56620
Short Stories	Prof. Köhler	55220; 56220; 56320; 56620
Survey of American Literature I	Prof. Kanzler	56210; 56310; 56610
'Racechanges'	Prof. Kanzler	57210; 57410; 57510
Autobiography	Prof. Köhler	57210; 57410; 57510
Asian American Diaspora	Prof. Köhler	57210; 57410; 57510
Mdl. Prüfung	Prof. Kanzler	57520
Mdl. Prüfung	Prof. Köhler	57520
6. Sprachlernseminare		
Pronunciation and Intonation	Hintz	55410
	Hollingsworth	55410
Grammar	Lalonde	55420
	Hintz	55420
Vocabulary	Hollingsworth	55430
	Hintz	55430

Listening and Speaking	Erdmann	55510
	Hintz	55510
Reading	Lalonde	55520
Writing	Lalonde	55530
	Hintz	55530
Option 1	Erdmann	55610;
	Lalonde	55610
	Hollingsworth	55610
	Hintz	55610
Option 2	Lalonde	55620
	Hollingsworth	55620
	Hintz	55620
	Erdmann	55620

10. Prüfungsnummern für den Studiengang Bachelor of Education

Titel der LV (Lang- oder Kurztitel)	Lehrkraft/Prüfer (Titel, Nachname)	Prüfungsnummer
1. Englische Sprachwissenschaft		
Introduction to Synchronic Linguistics	Koch	70110
English around the World	Prof. Lange	70120; 70130
Medieval England	Dr. Wolf	70120; 70130
Postcolonial Englishes	Prof. Lange	73110; 73310
Introduction to Sociolinguistics	Dr. Wolf	73120; 73130; 73320; 73330
Corpus-based Language Studies	Koch	73120; 73130; 73320; 73330
Grammar and Discourse	Prof. Lange	73510; 73520
Languages in Contact	Prof. Lange	73510; 73520
Mdl. Prüfung	Prof. Lange	73530
2. Englische Literaturwissenschaft		
Introduction to Literary Studies	Prof. Kanzler	70310
Scholarly Reading	Frotscher	70320; 70330
Gender Studies 101	Frotscher	70320; 70330; 73120; 73130
<i>The Merchant of Venice</i>	Dr. Schwanebeck	70320; 70330
Postcolonialism	Prof. Horlacher	73110
007	Dr. Schwanebeck	73120; 73130
<i>Robinson Crusoe</i>	Schötz	73120; 73130
From Colonialism to Postcolonialism	Prof. Horlacher	73710; 73720
Constructions of Masculinity	Prof. Horlacher	73710; 73720
Popular Literature	PD Dr. Giovanopoulos	73710; 73720
Mdl. Prüfung	Prof. Horlacher	73730
3. Kulturstudien Großbritanniens		
Women's Rights Advocates	Frotscher	70520; 70530; 73320; 73330
Gender Studies 101	Frotscher	70520; 70530; 73320; 73330

Utopias	Troschitz	70520; 70530; 73320; 73330
Post-War-Britain	Schlemper	70520; 70530; 73320; 73330
Transitions in Cultural Theory and Popular Culture	Prof. Storey	73310
British Cultural Studies: Some Key Issues	Prof. Storey	73710; 73720
Mdl. Prüfung	Prof. Kühn	73730
4. Kultur Nordamerikas		
Introduction to American Cultural Studies	Prof. Georgi-Findlay	70510
Basic Readings	Hellner	70520; 70530
Gender Studies 101	Frotscher	70520; 70530; 73320; 73330
Survey of American Culture	Prof. Georgi-Findlay	70520; 70530; 73320; 73330
American Cultural History 2	Prof. Georgi-Findlay	73310
Topics of American Studies:	Prof. Georgi-Findlay	73910; 73920
Cultural History of War	Dr. Frank Usbeck	73910; 73920
Mdl. Prüfung	Prof. Georgi-Findlay	73930
5. Literatur Nordamerikas		
Introduction to Literary Studies	Prof. Kanzler	70310
Scholarly Reading	Frotscher	70320; 70330
Gender Studies 101	Frotscher	70320; 70330; 73120; 73130
Negotiations of Disability	Gesine Wegner	70320; 70330; 73120; 73130
Short Stories	Prof. Köhler	70320; 70330; 73120; 73130
Survey of American Literature I	Prof. Kanzler	73110
'Racechanges'	Prof. Kanzler	73910; 73920
Autobiography	Prof. Köhler	73910; 73920
Asian American Diaspora	Prof. Köhler	73910; 73920
Mdl. Prüfung	Prof. Kanzler	73930
Mdl. Prüfung	Prof. Köhler	73930

6. Englische Sprache und Literatur und ihre Didaktik		
RPTE-Introduction	Marschollek	71310
RPTE-Seminar	Reiter	71330
	Dr. Weiss	71330
	Haffner	71330
RPTE-SPÜ	Reiter	71320
	Dr. Weiss	71320
	Haffner	71320
7. Sprachlernseminare		
Pronunciation and Intonation	Hintz	70730; 70740
	Hollingsworth	70730; 70740
Grammar	Lalonde	70710
	Hintz	70710
Vocabulary	Hollingsworth	70720
	Lalonde	70720
Classrom English	Lalonde	70910; 70920
Listening and Speaking	Erdmann	71110; 71120
	Hintz	71110; 71120
Reading	Lalonde	71130
Writing	Lalonde	71140
	Hintz	71140

11. Prüfungsnummern für den Master-Studiengang Anglistik und Amerikanistik (alt)

Titel der LV (Lang- oder Kurztitel)	Lehrkraft/Prüfer (Titel, Nachname)	Prüfungsnummer
1. Englische Sprachwissenschaft		
Arbeitskreis/Postcolonial Englishes	Prof. Lange	201110
Grammar and Discourse	Prof. Lange	201120; 201130 201410; 202110 202410
Languages in Contact	Prof. Lange	201120; 201130 201410; 202110 202410
Projektkurs (Wiss. Praxis 1)	Prof. Lange	201810; 201820
Wiss. Praxis 2	Prof. Lange	202710
Exposé/Wiss. Präsentation	Prof. Lange	202810
Koll. Wiss. Präsentation	Prof. Lange	202820
2. Englische Literaturwissenschaft		
Arbeitskreis/Postcolonialism	Prof. Horlacher	201210
From Colonialism to Postcolonialism	Prof. Horlacher	201220; 201230; 201510; 202210; 202510
Constructions of Masculinity	Prof. Horlacher	201220; 201230; 201510; 202210; 202510
Popular Literature	PD Dr. Giovanopoulos	201220; 201230; 201510; 202210; 202510
Projektkurs (Wiss. Praxis 1)	Prof. Horlacher	201810; 201820
Wiss. Praxis 2	Prof. Horlacher	202710
Exposé/Wiss. Präsentation	Prof. Horlacher	202810
Koll. Wiss. Präsentation	Prof. Horlacher	202820
3. Kulturstudien Großbritanniens		
British Cultural Studies: Some Key Issues	Prof. Storey	201320; 201330; 201610; 202310; 202610
Projektkurs (Wiss. Praxis 1)	Prof. Horlacher	201810; 201820
Wiss. Praxis 2	Prof. Horlacher	202710
Exposé/Wiss. Präsentation	Prof. Horlacher	202810

Koll. Wiss. Präsentation	Prof. Horlacher	202820
4. Kultur Nordamerikas		
Arbeitskreis/American Cultural History 2	Prof. Georgi-Findlay	201310
Topics of American Studies:	Prof. Georgi-Findlay	201320; 201330; 201610; 202310; 202610
Cultural History of War	Dr. Frank Usbeck	201320; 201330; 201610; 202310; 202610
Projektkurs (Wiss. Praxis 1)	Prof. Georgi-Findlay	201810; 201820
Wiss. Praxis 2	Prof. Georgi-Findlay	202710
Exposé/Wiss. Präsentation	Prof. Georgi-Findlay	202810
Koll. Wiss. Präsentation	Prof. Georgi-Findlay	202820
5. Literatur Nordamerikas		
Arbeitskreis/ Survey of American Lit. I	Prof. Kanzler	201210
'Racechanges'	Prof. Kanzler	201220; 201230; 201510; 202210; 202510
Autobiography	Prof. Köhler	201220; 201230; 201510; 202210; 202510
Asian American Diaspora	Prof. Köhler	201220; 201230; 201510; 202210; 202510
Projektkurs (Wiss. Praxis 1)	Prof. Kanzler	201810; 201820
Wiss. Praxis 2	Prof. Kanzler	202710
Exposé/Wiss. Präsentation	Prof. Kanzler	202810
Koll. Wiss. Präsentation	Prof. Lange	202820
6. Sprachlernseminare		
Advanced Translation	Erdmann	201710; 201720; 201730; 201740
Advanced Essay Writing	Erdmann	201710; 201720; 201730; 201740

12. Prüfungsnummern für den Master-Studiengang Anglistik und Amerikanistik (neu)

Titel der LV (Lang- oder Kurztitel)	Lehrkraft/Prüfer (Titel, Nachname)	Prüfungsnummer
1. Englische Sprachwissenschaft		
Postcolonial Englishes	Prof. Lange	231220
Grammar and Discourse	Prof. Lange	201920; 202130; 202140; 231110; 231120; 231210; 231710; 231720
Languages in Contact	Prof. Lange	201920; 202130; 202140; 231110; 231120; 231210; 231710; 231720
2. Englische Literaturwissenschaft		
Postcolonialism	Prof. Horlacher	231420
From Colonialism to Postcolonialism	Prof. Horlacher	201920; 202230; 202240; 231310; 231320; 231410; 231810; 231820
Constructions of Masculinity	Prof. Horlacher	201920; 202230; 202240; 231310; 231320; 231410; 231810; 231820
Popular Literature	PD Dr. Giovanopoulos	201920; 202230; 202240; 231310; 231320; 231410; 231810; 231820
3. Kulturstudien Großbritanniens		
Transitions in Cultural Theory and Popular Culture	Prof. Storey	231620
British Cultural Studies: Some Key Issues	Prof. Storey	201920; 202330; 202340; 231510; 231520; 231610; 231910; 231920
4. Kultur Nordamerikas		
American Cultural History 2	Prof. Georgi-Findlay	231620
Topics of American Studies:	Prof. Georgi-Findlay	201920; 202330; 202340; 231510; 231520; 231610; 231910; 231920
Cultural History of War	Dr. Frank Usbeck	201920; 202330; 202340; 231510; 231520; 231610; 231910; 231920
5. Literatur Nordamerikas		
Survey of American Literature I	Prof. Kanzler	231420

'Racechanges'	Prof. Kanzler	201920; 202230; 202240; 231310; 231320; 231410; 231810; 231820
Autobiography	Prof. Köhler	201920; 202230; 202240; 231310; 231320; 231410; 231810; 231820
Asian American Diaspora	Prof. Köhler	201920; 202230; 202240; 231310; 231320; 231410; 231810; 231820
6. Sprachlernseminare		
Advanced Translation	Erdmann	201750; 201760
Advanced Essay Writing	Erdmann	201750; 201760
7. Wissenschaftliche Präsentation		
Exposé Wissenschaftliche Präsentation Anglistik und Amerikanistik	Prof. Lange, Prof. Horlacher, Prof. Georgi-Findlay, Prof. Kanzler	202810
Kolloquium Wissenschaftliche Präsentation Anglistik und Amerikanistik	Prof. Lange, Prof. Horlacher, Prof. Georgi-Findlay, Prof. Kanzler	202830
8. Interkulturelle Reflexion		
Bericht Auslandsaufenthalt	Prof. Köhler	201910

13. Prüfungsnummern für den Master-Studiengang Lehramt Englisch

Titel der LV (Lang- oder Kurztitel)	Lehrkraft/Prüfer (Titel, Nachname)	Prüfungsnummer
1. Englische Sprachwissenschaft		
Postcolonial Englishes /SAG	Prof. Lange	232110; 232120
Grammar and Discourse	Prof. Lange	232130; 232710; 233310; 233320; 233330
Languages in Contact	Prof. Lange	232130; 232710; 233310; 233320; 233330
2. Englische Literaturwissenschaft		
Postcolonialism /SAG	Prof. Horlacher	232310; 232320
From Colonialism to Postcolonialism	Prof. Horlacher	232330; 232910; 233510; 233520; 233530
Constructions of Masculinity	Prof. Horlacher	232330; 232910; 233510; 233520; 233530
Popular Literature	PD Dr. G Giovanopoulos	232330; 232910; 233510; 233520; 233530
3. Kulturstudien Großbritanniens		
British Cultural Studies: Some Key Issues	Prof. Storey	232530; 233110; 233710; 233720; 233730
4. Kultur Nordamerikas		
American Cultural History 2/SAG	Prof. Georgi-Findlay	232510; 232520
Topics of American Studies	Prof. Georgi-Findlay	232530; 233110; 233710; 233720; 233730
Cultural History of War	Dr. Frank Usbeck	232530; 233110; 233710; 233720; 233730
5. Literatur Nordamerikas		
Survey of American Literature I/SAG	Prof. Kanzler	232310; 232320

'Racechanges'	Prof. Kanzler	232330; 232910; 233510; 233520; 233530
Autobiography	Prof. Köhler	232330; 232910; 233510; 233520; 233530
Asian American Diaspora	Prof. Köhler	232330; 232910; 233510; 233520; 233530
6. Englische Sprache und Literatur und ihre Didaktik		
Advanced Practice 3-9	Prof. Marschollek	230110; 230120
Advanced Practice 9+	Prof. Marschollek	230110; 230120
Profilmodul	Dr. Weiss	396510
Blockpraktikum B	Prof. Marschollek	230130
7. Sprachlernseminare		
Advanced Translation	Erdmann	230310; 230320
Advanced Essay Writing	Erdmann	230310; 230320

14. Prüfungsnummern für den Studiengang Staatsexamen Englisch Lehramt an Grundschulen

Titel der LV (Lang- oder Kurztitel)	Lehrkraft/Prüfer (Titel, Nachname)	Prüfungsnummer
1. Englische Sprachwissenschaft		
Introduction to Synchronic Linguistics	Koch	30110
English around the World	Prof. Lange	30120
Medieval England	Dr. Wolf	30120
Postcolonial Englishes	Prof. Lange	34110
Introduction to Sociolinguistics	Dr. Wolf	34320
Corpus-based Language Studies	Koch	34320
Grammar and Discourse	Prof. Lange	31910
Languages in Contact	Prof. Lange	31910
2. Englische Literaturwissenschaft		
Introduction to Literary Studies	Prof. Kanzler	30310
Scholarly Reading	Frotscher	30320
Gender Studies 101	Frotscher	30320; 34120
<i>The Merchant of Venice</i>	Dr. Schwanebeck	30320
Postcolonialism	Prof. Horlacher	34310
007	Dr. Schwanebeck	34120
<i>Robinson Crusoe</i>	Schötz	34120
From Colonialism to Postcolonialism	Prof. Horlacher	31910
Constructions of Masculinity	Prof. Horlacher	31910
Popular Literature	PD Dr. Giovanopoulos	31910
3. Kulturstudien Großbritanniens		
Women's Rights Advocates	Frotscher	30520; 34130
Gender Studies 101	Frotscher	30520; 34130
Utopias	Troschitz	30520; 34130
Post-War-Britain	Schlemper	30520; 34130
Transitions in Cultural Theory and Popular Culture	Prof. Storey	34510
British Cultural Studies: Some Key Issues	Prof. Storey	31910
4. Kultur Nordamerikas		
Introduction to American Cultural Studies	Prof. Georgi-Findlay	30510
Basic Readings	Hellner	30520
Gender Studies 101	Frotscher	30520; 34130

American Cultural History 2	Prof. Georgi-Findlay	34510
Survey of American Culture	Prof. Georgi-Findlay	30520; 34130
Topics of American Studies:	Prof. Georgi-Findlay	31910
Cultural History of War	Dr. Frank Usbeck	31910
5. Literatur Nordamerikas		
Introduction to Literary Studies	Prof. Kanzler	30310
Scholarly Reading	Frotscher	30320
Gender Studies 101	Frotscher	30320; 34120
Negotiations of Disability	Gesine Wegner	30320; 34120
Short Stories	Prof. Köhler	30320; 34120
Survey of American Literature II	Prof. Kanzler	34310
'Racechanges'	Prof. Kanzler	31910
Autobiography	Prof. Köhler	31910
Asian American Diaspora	Prof. Köhler	31910
6. Englische Sprache und Literatur und ihre Didaktik		
RPTE-Introduction	Prof. Marschollek	38110
RPTE-Seminar	Reiter	38120
	Dr. Weiss	38120
	Haffner	38120
RPTE-SPÜ	Reiter	38130
	Dr. Weiss	38130
	Haffner	38130
Advanced Practice 3-9	Prof. Marschollek	38310
Advanced Practice 9+	Prof. Marschollek	38310
Blockpraktikum B	Prof. Marschollek	38320
8. Sprachlernseminare		
Pronunciation and Intonation	Hintz	30710
	Hollingsworth	30710
Grammar	Lalonde	30720
	Hintz	30720
Vocabulary	Hollingsworth	30920

	Lalonde	30920
Classroom English	Lalonde	30910
Listening and Speaking	Erdmann	31210
	Hintz	31210
Option	Erdmann	31130
	Lalonde	31130
	Hollingsworth	31130
	Hintz	31130

15. Prüfungsnummern für den Studiengang Staatsexamen Englisch Lehramt an Mittelschulen

Titel der LV (Lang- oder Kurztitel)	Lehrkraft/Prüfer (Titel, Nachname)	Prüfungsnummer
1. Englische Sprachwissenschaft		
Introduction to Synchronic Linguistics	Koch	30110
English around the World	Prof. Lange	30120
Medieval England	Dr. Wolf	30120
Postcolonial Englishes	Prof. Lange	34110
Introduction to Sociolinguistics	Dr. Wolf	34320
Corpus-based Language Studies	Koch	34320
Languages in Contact	Prof. Lange	35210; 35220; 35310; 35810; 35820; 35910
Negation in English	Prof. Lange	35210; 35220; 35310; 35810; 35820; 35910
2. Englische Literaturwissenschaft		
Introduction to Literary Studies	Prof. Kanzler	30310
Scholarly Reading	Frotscher	30320
Gender Studies 101	Frotscher	30320; 34120
<i>The Merchant of Venice</i>	Dr. Schwanebeck	30320;
Postcolonialism	Prof. Horlacher	34310
007	Dr. Schwanebeck	34120
<i>Robinson Crusoe</i>	Schötz	34120
From Colonialism to Postcolonialism	Prof. Horlacher	35210; 35220; 35510; 35910; 36410; 36420
Constructions of Masculinity	Prof. Horlacher	35210; 35220; 35510; 35910; 36410; 36420
Popular Literature	PD Dr. Giovanopoulos	35210; 35220; 35510; 35910; 36410; 36420
3. Kulturstudien Großbritanniens		
Women's Rights Advocates	Frotscher	30520; 34130
Gender Studies !01	Frotscher	30520; 34130
Utopias	Troschitz	30520; 34130
Post-War-Britain	Schlemper	30520; 34130
Transitions in Cultural Theory and Popular Culture	Prof. Storey	34510
British Cultural Studies: Some Key Issues	Prof. Storey	35310; 35510; 35810; 35820; 36410; 36420
4. Kultur Nordamerikas		
Introduction to American Cultural	Prof. Georgi-Findlay	30510

Studies		
Basic Readings	Hellner	30520
Gender Studies 101	Frotscher	30520; 34130
American Cultural History 2	Prof. Georgi-Findlay	34510
Survey of American Culture	Prof. Georgi-Findlay	30520; 34130
Topics of American Studies:	Prof. Georgi-Findlay	35310; 35510; 35810; 35820; 36410; 36420
Cultural History of War	Dr. Frank Usbeck	35310; 35510; 35810; 35820; 36410; 36420
5. Literatur Nordamerikas		
Introduction to Literary Studies	Prof. Kanzler	30310
Scholarly Reading	Frotscher	30320
Gender Studies 101	Frotscher	30320; 34120
Negotiations of Disability	Gesine Wegner	30320; 34120
Short Stories	Prof. Köhler	30320; 34120
Survey of American Literature I	Prof. Kanzler	34310
'Racechanges'	Prof. Kanzler	35210; 35220; 35510; 35910; 36410; 36420
Autobiography	Prof. Köhler	35210; 35220; 35510; 35910; 36410; 36420
Asian American Diaspora	Prof. Köhler	35210; 35220; 35510; 35910; 36410; 36420
6. Englische Sprache und Literatur und ihre Didaktik		
RPTE-Introduction	Prof. Marschollek	38110
RPTE-Seminar	Reiter	38120
	Dr. Weiss	38120
	Haffner	38120
RPTE-SPÜ	Reiter	38130
	Dr. Weiss	38130
	Haffner	38130
Advanced Practice 3-9	Prof. Marschollek	38310
Advanced Practice 9+	Prof. Marschollek	38310
Blockpraktikum B	Prof. Marschollek	38320
7. Sprachlernseminare		
Pronunciation and Intonation	Hintz	30710
	Hollingsworth	30710
Grammar	Lalonde	30720

	Hintz	30720
Vocabulary	Hollingsworth	30920
	Lalonde	30920
Classroom English	Lalonde	30910
Listening and Speaking	Erdmann	32110
	Hintz	32110
Writing	Lalonde	31120
	Hintz	31120
Advanced Translation	Erdmann	31310; 31330
Advanced Essay Writing	Erdmann	31310; 31330
Option	Erdmann	31410
	Lalonde	31410
	Hollingsworth	31410
	Hintz	31410

16. Prüfungsnummern für den Studiengang Staatsexamen Englisch Höheres Lehramt an Gymnasien

Titel der LV (Lang- oder Kurztitel)	Lehrkraft/Prüfer (Titel, Nachname)	Prüfungsnummer
1. Englische Sprachwissenschaft		
Introduction to Synchronic Linguistics	Koch	30110
English around the World	Prof. Lange	30120
Medieval England	Dr. Wolf	30120
Postcolonial Englishes	Prof. Lange	34110
Introduction to Sociolinguistics	Dr. Wolf	34320
Corpus-based Language Studies	Koch	34320
Grammar and Discourse	Prof. Lange	35110; 35120; 35310; 35710; 35910; 31510
Languages in Contact	Prof. Lange	35110; 35120; 35310; 35710; 35910; 31510
2. Englische Literaturwissenschaft		
Introduction to Literary Studies	Prof. Kanzler	30310
Scholarly Reading	Frotscher	30320
Gender Studies 101	Frotscher	30320; 34120
<i>The Merchant of Venice</i>	Dr. Schwanebeck	30320
Postcolonialism	Prof. Horlacher	34310
007	Dr. Schwanebeck	34120
<i>Robinson Crusoe</i>	Schötz	34120
From Colonialism to Postcolonialism	Prof. Horlacher	31510; 35110; 35130; 35510; 35910; 36310
Constructions of Masculinity	Prof. Horlacher	31510; 35110; 35130; 35510; 35910; 36310
Popular Literature	PD Dr. Giovanopoulos	31510; 35110; 35130; 35510; 35910; 36310
3. Kulturstudien Großbritanniens		
Women's Rights Advocates	Frotscher	30520; 34130
Gender Studies 101	Frotscher	30520; 34130
Utopias	Troschitz	30520; 34130
Post-War-Britain	Schlemper	30520; 34130
Transitions in Cultural Theory and Popular Culture	Prof. Storey	34510
British Cultural Studies: Some Key Issues	Prof. Storey	35310; 35510; 35710; 35720; 36310; 31510
3. Kultur Nordamerikas		

Introduction to American Cultural Studies	Prof. Georgi-Findlay	30510
Basic Readings	Hellner	30520
Gender Studies 101	Frotscher	30520; 34130
American Cultural History 2	Prof. Georgi-Findlay	34510
Survey of American Culture	Prof. Georgi-Findlay	30520; 34130
Topics of American Studies:	Prof. Georgi-Findlay	35310; 35510; 35710; 35720; 36310; 31510
Cultural History of War	Dr. Frank Usbeck	35310; 35510; 35710; 35720; 36310; 31510
4. Literatur Nordamerikas		
Introduction to Literary Studies	Prof. Kanzler	30310
Scholarly Reading	Frotscher	30320
Gender Studies 101	Frotscher	30320; 34120
Negotiations of Disability	Gesine Wegner	30320; 34120
Short Stories	Prof. Köhler	30320; 34120
Survey of American Literature I	Prof. Kanzler	34310
'Racechanges'	Prof. Kanzler	31510; 35110; 35130; 35510; 35910; 36310
Autobiography	Prof. Köhler	31510; 35110; 35130; 35510; 35910; 36310
Asian American Diaspora	Prof. Köhler	31510; 35110; 35130; 35510; 35910; 36310;
5. Englische Sprache und Literatur und ihre Didaktik		
RPTE-Introduction	Prof. Marschollek	38110
RPTE-Seminar	Reiter	38120
	Dr. Weiss	38120
	Haffner	38120
RPTE-SPÜ	Reiter	38130
	Dr. Weiss	38130
	Haffner	38130
Advanced Practice 3-9	Prof. Marschollek	38310
Advanced Practice 9+	Prof. Marschollek	38310
Blockpraktikum B	Prof. Marschollek	38320

6. Sprachlernseminare		
Pronunciation and Intonation	Hintz	30710
	Hollingsworth	30710
Grammar	Lalonde	30720
	Hintz	30720
Vocabulary	Hollingsworth	30920
	Lalonde	30920
Classroom English	Lalonde	30910
Listening and Speaking	Erdmann	31110
	Hintz	31110
Writing	Lalonde	31120
	Hintz	31120
Option 1	Hintz	31130
	Hollingsworth	31130
	Erdmann	31130
	Lalonde	31130
Advanced Translation	Erdmann	31310; 31320
Advanced Essay Writing	Erdmann	31310; 31320
Option 2	Erdmann	31330
	Lalonde	31330
	Hollingsworth	31330
	Hintz	31330

17. Prüfungsnummern für den Studiengang Staatsexamen Englisch Höheres Lehramt an berufsbildenden Schulen

Titel der LV (Lang- oder Kurztitel)	Lehrkraft/Prüfer (Titel, Nachname)	Prüfungsnummer
1. Englische Sprachwissenschaft		
Introduction to Synchronic Linguistics	Koch	30110
English around the World	Prof. Lange	30120
Medieval England	Dr. Wolf	30120
Postcolonial Englishes	Prof. Lange	31710
Introduction to Sociolinguistics	Dr. Wolf	34320
Corpus-based Language Studies	Koch	34320
Grammar and Discourse	Prof. Lange	35210; 35220; 35510; 35810; 35820; 35310; 35920; 35930; 35940
Languages in Contact	Prof. Lange	35210; 35220; 35510; 35810; 35820; 35310; 35920; 35930; 35940
3. Englische Literaturwissenschaft		
Introduction to Literary Studies	Prof. Kanzler	30310
Scholarly Reading	Frotscher	30320
<i>The Merchant of Venice</i>	Dr. Schwanebeck	30320;
Gender Studies 101	Frotscher	30320; 34120
Postcolonialism	Prof. Horlacher	31720
007	Dr. Schwanebeck	34120
<i>Robinson Crusoe</i>	Schötz	34120
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