

# **SEMESTERMITTEILUNGEN**

Sommersemester 2008

(Stand: 19.02.2008)

# **Verzeichnis der Lehrveranstaltungen**

## **1. Vorlesungen**

### **Englische Sprachwissenschaft/Mediävistik**

***Professor Dr. Ursula Schaefer***

<b>2110</b>	<b>Middle English Literature and Culture</b>	<b>Wed (1)</b>	<b>POT 06</b>
<b>2410</b>			
<b>3110</b>			
<b>3410</b>			

VKI            To earn 3 CP the students have to pass the final exam (to take place in the last meeting, July 16, 2008).  
V            To earn 1 CP regular attendance is required.

The date 1066 AD may be taken as the metonymic label for the cultural and political cesura caused by the Norman invasion of England. Hence, for over 200 years English largely disappeared as a written language in general and as the language of written poetry in particular.

The class will be devoted to gaining a critical insight into the immediate as well as long-term cultural and – in particular – literary consequences of 1066 and the reemerging of English as of ca. 1200. The aim of the class is not so much to illustrate that English after all 'replaced' French but rather to show that, for one thing, English poetry very much profited from its French models. Moreover we will discuss how in the 14c English poetry gained a standing that could compete with that of continental vernacular poetry.

By Feb. 15, 2008 the roster of the class and a preliminarily bibliography will be provided on the "Anglistische Sprachwissenschaft" homepage.

After the beginning of the class a Moodle page will be accessible for the participants of this class.

# **Englische Literaturwissenschaft**

**Prof. Dr. Stefan Horlacher**

<b>2210</b>	<b>An Introduction to Post-Colonial</b>	<b>Wed (7)</b>	<b>HSZ 401</b>
<b>2410</b>	<b>Theory and Literature</b>		
<b>3210</b>			
<b>3410</b>			
VKI	3 KP (requirements to be announced in class)		
V	1 KP (requirements to be announced in class)		

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

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

Students who wish to take part in this lecture should sign up at Mrs Schmidt's office.

# **Kulturstudien Großbritanniens**

**Prof. Dr. Thomas Kühn**

<b>2310</b>	<b>17<sup>th</sup> Century English Cultural History</b>	<b>Fr (2)</b>	<b>WIL B 321</b>
<b>2410</b>			
<b>3210</b>			
<b>3410</b>			

<b>VKI</b>	<b>3 KP (requirements see below)</b>
<b>V</b>	<b>1 KP (requirements see below)</b>

If the 16<sup>th</sup> century can been described as a gradual shift from the late middle ages to the early modern period, 17<sup>th</sup> century British culture can been perceived as the problematic breakthrough of early modern structures and thinking, full of tensions and contradictions.

This lecture course aims at introducing some of these structural patterns that are often linked with each other. Although the cultural history of the British Isles will be at the centre, European developments will be taken into account as well.

The following topics will be dealt with more extensively:

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

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

# Amerikanische Literaturwissenschaft

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

<b>2210</b>	<b>American Poetry</b>	<b>Fr (2)</b>	<b>HSZ 401</b>
<b>2410</b>			
<b>3310</b>			
<b>3410</b>			

<b>VKI</b>	3 KP (Written Exam: 'Klausur')
<b>V</b>	1 KP ('Klausur' with reduced requirements)

This lecture course deals with the history of American poetry from its puritan beginnings in the 17<sup>th</sup> century to the postmodern present. Setting out from Anne Bradstreet we will ultimately arrive at authors such as John Ashberry and Bob Dylan.

The lecture course will progress in relatively large strides by giving (1) general lines of development, (2) short biographical sketches of relevant authors and (3) an interpretation of one or two poems of each of these poets. Video features and audio cassettes will illustrate the presentation.

For those who want to attend the lecture course as 'Vorlesung mit Klausur' there will be a Klausur (=3 credit points) at the end of the course.

Students of the Studium Generale and those interested in a Teilnahmeschein (1 credit point) will have to attend the same Klausur but will have easier questions. More details in the first session.

The poems will be available as a **reader** (by the beginning of the semester).

## Kulturstudien Nordamerikas

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

<b>2310</b>	<b>American Cultural History 4</b>	<b>Tue (5)</b>	<b>BEY 118</b>
<b>2410</b>	<b>(ca. 1940s to today)</b>		
<b>3310</b>			
<b>3410</b>			

<b>VKI</b>	3 KP (regular attendance and participation + final written exam)
<b>V</b>	1 KP (regular attendance and participation)

This lecture course will give an overview of the main events and developments that have shaped contemporary American culture and society since the end of World War II: Social and economic changes after World War II (baby boom, prosperity, suburbanization); situation of minorities; the Cold War context; definition of the 1950s as a contradictory decade; politics and movements of the 1960s and the 1970s; the Reagan and Bush 80s, the Clinton 90s, the Bush years.

Recommended reading: James T. Patterson, *Grand Expectations: The United States, 1945-1974*. New York: Oxford University Press, 1996 and James T. Patterson, *Restless Giant. The United States from Watergate to Bush vs. Gore*. Oxford and New York: Oxford University Press, 2005

## **2. Seminare und Übungen im B.A. / B.Ed. / Grundstudium**

### **Englische Sprachwissenschaft/Mediävistik**

**Professor Dr. Ursula Schaefer**

<b>1110</b>	<b>Introduction to Diachronic</b>	<b>Thu (5)</b>	<b>SCH A 251</b>
<b>2110</b>	<b>Linguistics</b>		
<b>2410</b>			
<b>70110</b>			

<b>EK (1110 70110)</b>	To <u>earn 4 CP</u> the students have to attend lecture + tutorial as well as pass the tests in the tutorial and the final exam (to take place in the one but last meeting, July 10, 2008).
<b>VKI (2110 2410)</b>	To <u>earn 3 CP</u> regular attendance and the passing of the final exam are required (2nd year B.A. students only!).

The class may be chosen by first year B.A./B.Ed. students as part of the module "Basics of Linguistics / Medieval Studies" and by second year B.A. students (for the "Topics" or the "Complementary Studies" module). The latter is, of course, only possible for those students who have not chosen the "Introduction to Diachronic Linguistics" in their first year.

The main objective of this class is to give an overview of historical developments of the English language and simultaneously introduce to the basic tools for (historical) linguistic analysis. We will cover the fields of phonology, morphology, syntax and semantics from the point of view of their systematic historical developments that have led to Present Day Standard British English (and General American).

By Feb. 15, 2008 the roster of the class will be provided on the "Anglistische Sprachwissenschaft" homepage.

After the beginning of the class a Moodle page will be accessible for the participants of this class.

#### **ACCOMPANYING TUTORIALS:**

Thur (6) (starting April 16, 2008):

N.N. SCH A 185	N.N. WIL C 205	N.N. WIL C 229
N.N. WIL C 204	N.N. WIL C 206	N.N. SE 2, 102

**Katja Zienert, M.A.**

**1120            English Words**

**70120**

**Mon (4)**

**ZS 1, 501**

(First lesson:

**28.04.08!:**

**Ü**

2 KP (regular attendance, brief presentation, assignments)  
1 KP (regular attendance)

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

Have you ever wondered why learning English vocabulary never ends? And why some English words are hard and others easier to figure out? We will have a closer look at the biographies of words: their history (etymology), their meaning (semantics) and their structure (morphology). By asking whether it is really easier for German people to learn English than vice versa, we will also learn about language families, some close relatives of English and we will discuss the impact of English as a world language.

Previous linguistic knowledge is not assumed.

Prerequisites: an interest in linguistics

**Göran Wolf, M.A.**

**2120      Introduction to Early Modern English      Fr (2)      GER 54**  
**2420**

- PS            6 KP (5 written assignments, essay; short in-class presentation;  
more details will be given in first session)  
SiG           3 KP (3 written assignments, comprehensive bulletin board; more  
details will be given in first session)

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

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

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

Prerequisites:

Recommended reading tba

**Göran Wolf, M.A.**

<b>2120</b>	<b>Urban Language</b>	<b>Mon (3)</b>	<b>GER 39</b>
<b>2420</b>			

- |     |                                                                                          |
|-----|------------------------------------------------------------------------------------------|
| PS  | 6 KP (seminar paper, in-class presentation & other assignments to be announced in class) |
| SiG | 3 KP (comprehensive bulletin board & other assignments to be announced in class)         |

To Joshua Fishman language seems the “supreme [...] human symbol system” and language is “more likely than other symbol-systems to become symbolic” (1987: 639). It is with this in mind that we will look at language in urban contexts. This seminar is meant to seek answers to questions raised by language-city relationships, questions dealing with linguistic diversity, language innovation, language change, language shift, (language death), language planning. Most of all, this course is intended to provide an overview of how English is used and how English gives identity in Belfast, Boston, Derry, Dublin, Glasgow, Hong Kong, London, Singapore, St. Louis and elsewhere.

By the end of the class participants will have gained an overview of the main issues in the fields of sociolinguistics, variety studies and other linguistic fields. They will be able to assess the relevant publications on the general topic of this seminar. Assignments will practise the competence to process given research results for an adequate presentation to and the discussion with their peers. The research paper will practise the ability to present and discuss a given problem in an adequate, principled way.

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

Prerequisites:

Recommended reading tba

**Dr. Claudia Lange**

**2120      Linguistics in Outer Space      Thu (3)      ZS 1, 304a**  
**2420**

PS            6 KP active participation, presentation in class, final essay  
SiG          3 KP active participation, presentation in class or midterm take-home exam, shorter final take-home exam  
Please note: acquiring 1 KP is not possible in this course

*You have not experienced Shakespeare until you have read him in the original Klingon.*  
(Chancellor Gorkon, Star Trek VI: *The Undiscovered Country*)

Some of the people with a degree in Linguistics end up in glamorous jobs in the film industry: they work as dialect coaches for the elves and other creatures in *Lord of the Rings*, they create alien languages like Klingon for *Star Trek*, or they come up with gadgets like automatic translators. Some even write Science Fiction novels: there is one in which linguists rule the world!

This course will investigate the serious linguistic aspects related to selected Science Fiction and Fantasy films. We will devote some time to the study of Klingon and other artificial languages as well as alien writing systems and look at the state of the art in machine translation and automatic speech processing. We will also come back to what is distinctly human about human language when we try to answer the question why Data as an android is so bad at telling jokes.

**Dr. Claudia Lange**

**2120      Introduction to Pidgins and Creoles      Tue (4)      GER 54**  
**2420**

PS                6 KP active participation, presentation in class, final essay  
SiG              3 KP active participation, presentation in class or midterm take-home exam, short final take-home exam  
Please note: acquiring 1 KP is not possible in this course

Pidgins and creoles are contact languages; they provide a fascinating opportunity to study the emergence, stabilization and spread of a new language within a few generations of speakers, a process which under normal conditions lasts much longer. We will first look at the specific historical conditions that gave rise to pidgins and creoles around the world, with the main focus naturally on English-based languages. We will then investigate in more detail three particular regions and their creole languages: the Caribbean, West Africa and Papua New Guinea. Our main emphasis will be on the structural properties of creoles, but we will also analyse and discuss literary texts which feature creole languages.

# **Englische Literaturwissenschaft**

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

**1210      Introduction: Literature and the Media      Wed (4)      GER 38**  
**70310**

**EKT      4 KP (requirements to be announced in class)**

The introduction to the study of literature will be held as a lecture course (Vorlesung). It is designed for students of English and American literature alike.

This course is supplemented by a tutorial mandatory for all students.

The lectures will introduce to the relevant tools of textual analysis. They will also deal with the variants of literary production and the diversity of genres: poetry, short story, novel, drama/ theatre, radio play, film, TV play. In conclusion we will look at some theoretical approaches to the relationship between text and context.

There will be a Klausur at the end of the course the successful completion of which will be awarded with 3 CPs. Regular attendance of the tutorial will add another CP to this.

**Recommended Reading:**

Nünning, Vera & Ansgar: *An Introduction to the Study of English and American Literature*. Stuttgart: Klett-Verlag, 2005.

Böker, Uwe & Christoph Houswitschka: *Einführung in das Studium der Anglistik und Amerikanistik*. München: C.H. Beck, 2000.

**Accompanying Tutorials (1h/ week):**

T1: Tue (6) ZS 1, 304b

T2: Tue (7) ZS 1, 304b

T3: Thu (6) ZS 1, 304b

T4: Thu (7) ZS 1, 304b

**Peter Stear, M.A.**

**1220      19<sup>th</sup> Century and 20<sup>th</sup> Century Short      Thu (3)      GER 54**  
**70320      Prose Fiction**

Ü                  2 KP (1-page *Protokoll* & 10-minute presentation)  
                  1 KP (1-page *Protokoll*)

Also aimed at students who have not yet completed the Introduction to Literary Studies, this course is intended to give a chronological overview of the development of the short story from the Victorian period to the present. The focus will be on: (i) the most important categories, models and methods in the analysis of narrative texts, (ii) the specificities of and critical commentary on the short story as a literary genre, (iii) stylistic and thematic connections across the periods from the classic realist text of the 19<sup>th</sup> century to more recent experimental modes. Students can expect to read and prepare one or two short stories per week as well as articles and chapters from the relevant secondary literature. Please sign up in the secretary's office (Zs1 306) and purchase the following (available at the university bookshop) before the start of term:

- *The Penguin Book of Modern British Short Stories*, ed. M. Bradbury, Harmondsworth (Penguin) 2001 (ISBN: 0140063064).
- *The Oxford Book of English Short Stories*, ed. A. S. Byatt, Oxford (OUP) 2002 (ISBN: 019280376X).

**Peter Stear M.A.**

**2220      The Plot Against: Literary Responses      Wed (6)      HSZ E01**  
**2420      to Terrorism from Conrad to Rushdie**

PS            6 KP (1-page *Protokoll*, 10-minute presentation & 12-page paper)  
SiG          3 KP (1-page *Protokoll* & 10-minute presentation)  
              1 KP (1-page *Protokoll*)

This seminar will focus on literary representations of terrorism from Joseph Conrad's depiction of anarchist bomb plots at the beginning of the last century to fictional treatments of the diffuse threat that has arisen from this asymmetrical form of warfare after the 9/11 and 7/7 attacks in New York and London. With reference to narrative, poetic and filmic texts, we will examine the appropriateness and adequacy of such fictionalised responses in the light of the urgent global challenge posed by such forms of violence. Central themes will be the evolving political discourse of (counter-) terrorism, the media construction of mainstream/marginal ideologies and their re-configuration in imaginative literature. Particular attention will be paid to the critical, ambivalent or even contradictory potential of fictional and poetic texts with regard to violence and extremism as forms of communication in an increasingly interdependent world. Alongside Conrad's seminal *The Secret Agent* (1907) and the recent film adaptation, the selection of texts and contexts to be examined includes: Northern Irish poetic responses to the 'Troubles' by Seamus Heaney and Ciaran Carson; Hanif Kureishi's prescient short story and screen adaptation *My Son the Fanatic* (1997); John Updike's *Terrorist* (2006) and Salman Rushdie's *Shalimar the Clown* (2005) as literary responses to 9/11. Students should sign up in the secretary's office (Zs1, 306) before the start of term. Copies of the Conrad, Updike and Rushdie novels will be available for purchase in the university bookshop.

**Dr. Anna-Christina Giovanopoulos**

**2220      Science and Media in the Nineteenth      Wed (3)      HSZ 204**  
**2420      Century**

PS            6 KP (presentation & 12-page paper)  
SiG          3 KP (presentation)  
              1 KP (5-minute presentation)

What happens when man, or woman, incidentally, creates man? What is the future of human beings? What are the effects of scientific advances on our destiny? These are just some of the questions asked by the classical literary texts and films that we will analyse in class. By considering novels, short stories, and essays from the nineteenth century and by assessing several film adaptations, this class will gain an insight not only into different periods of literary history from the perspective of various literary approaches but also into the scientific discourses with which the novels and films interact.

Students should sign up in the secretary's office (ZS1, 306) before the start of term.

### **Readings**

Please buy the following texts: Mary Shelley, *Frankenstein* (Penguin Popular Classics, ISBN: 0-14-062332-9); H.G. Wells, *The Time Machine* (Reclam, ISBN 978-3-15-009176-0). A master copy containing further texts will be available at SLUB at the beginning of the semester.

### **Prerequisites**

Participants are expected to have read Mary Shelley's *Frankenstein*. There will be a short test at the beginning of the first session.

## **Kulturstudien Großbritanniens**

**Prof. Dr. Thomas Kühn**

**1310      Introduction to British Cultural  
70510     Studies**

**Thu (2)      MOL 213**

**EKT            4 KP (requirements see below)**

This course aims at

- providing students with a survey of important British institutions and ways of life in comparison with those in Germany
- gaining knowledge about and discussing examples of contemporary "British" topics
- developing skills of reading cultural texts
- introducing the academic field of Cultural Studies.

In SS 2008 this course is offered as a lecture, accompanied by mandatory tutorials (1 hour per week). All participants are expected to make oral contributions in discussions and presentations during the lecture and written contributions in the form of assigned homework for the tutorial.

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

Coursebook:

J. O'Driscoll, *Britain*, Oxford: OUP, 2003.

Hans Kastendiek, Roland Sturm (eds.), *Länderbericht Großbritannien*, Bonn: Bundeszentrale für Politische Bildung, 2006.

**Laura Park, M.A.**

**1320            Englishness: the Search for an Identity            Wed (4)            GER 39**  
**70520**

**Ü**            2 KP (regular attendance; reading assignments;  
short oral presentation)

“Englishness [...] is Janus-faced. To the foreigner, it appears as a caricature; to the native it is a defence mechanism; to both, it suggests some indefinable yet vital essence of this soil, this history, this climate, this topography.”  
Robert Winder, *Bloody Foreigners*

In this course we will be examining the concept of Englishness and how much it has changed from the perceived certainties that once came with running an Empire and knowing one's place, to today's insecurity about identity, threatened, as the English feel, by terrorism, immigration, devolution and Europe, among many other things. Some of the questions we will try and find answers for: where can the English turn to look for the strands of a new identity: pop culture, America, xenophobia, multiculturalism? Or should they look backwards to George Orwell's nation of flower-lovers and pigeon-fanciers, pragmatic and fiercely individual? What role does political and social disaffection among young people play in forging an identity? Is there even a need for a new concept of Englishness, and what is the significance of identity in general?

Material will be provided in class.

**Anna-Maria Gramatté, M.A.**

**1320            The UK: A (Dis-)United Kingdom?**            **Tue (3)**            **HSZ E03**  
**70520**

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

*„And the future of our Union is looking more fragile – more threatened – than at any time in recent history.“ (David Cameron, 2007)*            The classic view of the UK is that of a unitary state – but is this still true? Or do we rather have to talk about four nations which nevertheless share a common constitutional order? After ten years of New Labour's constitutional reforms the UK now is an even more hybrid state than before, and the celebrations of the Union's 300<sup>th</sup> anniversary in 2007 have sparked new debates about the state of the Union, its constitution and topicality and related questions of what it means to be 'British' in the 21<sup>st</sup> century.

In this seminar we will acquaint ourselves with the relevant terms and concepts (e.g. nation, constitution, sovereignty, devolution) as well as with the historic development of the Union. We will examine the degree to which the UK is still one nation by looking at various examples of discourses on the issue (e.g. scholarly texts, speeches, newspaper articles, Acts of Parliament, public opinion surveys). In the end, we should be able to see for ourselves whether recent talk of a "break-up of Britain" is justified.

A Reader with selected texts will be provided at the beginning of the semester.  
Please register on the list at the British Cultural Studies pin board (next to Frau Triska's office).

**Sylvia Schulze, M.A.**

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

*Think of Scotland: Beautiful landscapes with clear lochs, wide glens and wild mountain ranges, castles, bagpipes and highland games, kilts and haggis, the Festival Fringe and Nessie... In this class, we want to find out what is beyond these tourist images of Scotland and what life is like in the country beyond the river Tweed.*

Starting with essays on the concepts of national stereotypes and images, identity and nation, we will deal with the psychological and cultural background of Scottish identity. In the course of the seminar we will focus on different areas of Scottish culture. Some of these might be:

- Scottish history, Anglo-Scottish relations as well as Scotland & the world
  - Scottish traditions: food & drink, music & dancing, sports, religion,...
  - Scotland today: politics, economy, education, immigration, life style,...
  - Representations of Scottishness in film, arts and literature.

These various aspects of Scottish culture will be investigated and presented in small groups of students, and will draw a vivid picture of Scotland.

This course aims at providing an introduction to Scottish culture and preparing students for the analysis of national characteristics.

A Reader with selected texts will be provided by the beginning of the semester.  
Please register on the list on the Cultural Studies pin board.

**Christian Schlempner, M.A.**

**2320      The Contraction of Britain –  
2420      Imperial History 1883 - 1997**

**Mo(6)**

**ZS 1, 418**

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

In 1883, J. R. Seeley published a book entitled *The Expansion of England*. He argued that only by strengthening and consolidating her Empire, Britain could maintain her dominant status. Seeley's influence was immense and in the ensuing four decades the Empire expanded, at least territorially, to become 'the largest, the world had ever seen.' But British influence faded in the aftermath of the Second World War. The Empire contracted at a rapidly accelerating rate until the handover of Hong Kong in 1997 marked the end of a remarkable era in British history.

The seminar takes a close look at the history of the British Empire. We will analyse speeches and articles and study selected biographies. Besides the historiography we will look at the changing British attitudes towards their overseas territories. Caught between Jingoism and pragmatism, the British way of ruling their colonies has left lasting imprints in history.

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

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

# Amerikanische Literaturwissenschaft

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

**1210      Introduction: Literature and the Media      Wed (4)      GER 38**  
**70310**

**EKT      4 KP (requirements announced in class)**

The introduction to the study of literature will be held as a lecture course (Vorlesung). It is designed for students of English and American literature alike.

This course is supplemented by a tutorial mandatory for all students.

The lectures will introduce to the relevant tools of textual analysis. They will also deal with the variants of literary production and the diversity of genres: poetry, short story, novel, drama/ theatre, radio play, film, TV play. In conclusion we will look at some theoretical approaches to the relationship between text and context.

There will be a Klausur at the end of the course the successful completion of which will be awarded with 3 CPs. Regular attendance of the tutorial will add another CP to this.

## **Recommended Reading:**

Nünning, Vera & Ansgar: *An Introduction to the Study of English and American Literature*. Stuttgart: Klett-Verlag, 2005.

Böker, Uwe & Christoph Houswitschka: *Einführung in das Studium der Anglistik und Amerikanistik*. München: C.H. Beck, 2000.

## **Accompanying Tutorials (1h/ week):**

T1: Tue (6) ZS 1, 304b

T2: Tue (7) ZS 1, 304b

T3: Thu (6) ZS 1, 304b

T4: Thu (7) ZS 1, 304b

**Till Grahl, M.A.**

**1220            Play it again, Sam! - Remaking  
70320        Hollywood**

**Tue (4)**

**HSZ 401**

**Ü**

2 KP (regular and active participation, assignments, oral presentation)

1 KP (regular and active participation, assignments)

**“Every good movie has been done before. There are no new stories. It only depends on how good you remake them.”**

This statement by director Howard Hawks shows that remakes have been daily business in the film industry ever since. This class will investigate whether Hollywood is simply lacking ideas, or whether remakes are an accepted part of a creative industry that has to submit itself to economic competition. Defining what a remake is and comparing original and redo versions of films, we will gain deeper insight into the times and circumstances under which the movies were made.

**Visits to screenings of recent films will enliven the sessions. Regular attendance at the Film Club is strongly recommended.**

**Recommended Reading:**

Verevis, Constantine: *Film Remakes*, Edinburgh University Press, Edinburgh, 2005.

Kühle, Sandra: *Remakes – Amerikanische Versionen europäischer Filme*, Gardez, Remscheid, 2006.

**Till Grahl, M.A.**

**Film Club**

**Thu (7)**

**HSZ 401**

The English Film Club offers English language films to students who want to brush up on their English and enjoy films, most of which are discussed in the department's film classes. Interested students can also join the Film Club and help to keep it going.

For further information please check: <http://rcswww.urz.tu-dresden.de/~filmclub/>

**PD Dr. Angelika Köhler**

**2220      Transnational Perspectives      Wed (3)      ZS 1, 418**  
**2420**

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

For various reasons, migration has turned out as a highly significant characteristic of our increasingly globalized modern world. As a result national borders have been called into question and the issue of national identity has developed into one of uncertainty. Spaces are no longer static and fixed; instead they are dynamic, unstable, allusive, intimately public and personally collective. In order to reconnect with one's "homeland," the concept of "home" needs to be reconceptualized as a discursively constructed framework of self-positioning and belonging that allows to approach the notion of identity "as a 'production' [...] always constituted within [...] representation. (Hall, "Cultural Identity and Diaspora" 222).

In this course we want to read a variety of texts whose authors develop highly different forms of dialogic interactions between their fictional figures' places of life, in an attempt to investigate ambivalent articulations of transnational interactions.

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

**PD Dr. Angelika Köhler**

**2220      From Modernism to Postmodernism:      Thu (5)      ZS 1, 418**  
**2420      20<sup>th</sup> Century American Short Stories**

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

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

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

**Andrea Schubert, M.A.**

<b>2220</b>	<b>Jazz and Blues in African American</b>	<b>Tue (4) + (5)</b>	<b>tba</b>
<b>2420</b>	<b>Literature</b>	<b>BLOCKSEMINAR</b>	

PS	6 KP (regular and active participation, essay)
SiG	3 KP (regular and active participation, oral presentation)
	1 KP (regular and active participation, minutes of one session)

"But jazz to me is one of the inherent expressions of Negro life in America: the eternal tom-tom beating in the Negro soul [...]" (Langston Hughes, "The Negro Artist and the Racial Mountain" 58). Since its emergence around the beginning of the twentieth century jazz and blues have opened new dimensions not only to music but also to writing as well as to larger racial, social, cultural and historical discourses.

In this seminar we will read a variety of poems, short stories and novels written by African American authors and we will discuss why and in which ways, manners and degrees these writers employ jazz and blues in their works.

Accompany authors such as Langston Hughes, Claude McKay, Sterling A. Brown, Ralph Ellison, James Baldwin, Toni Morrison and Paule Marshall on their journeys into the world of music and on the African American quest for self-realization, freedom and identity within the social, cultural and political contexts of the United States!

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

**Note:** This course is designed as Blockseminar, including 7 double-sessions that will take place on Tuesdays (4) + (5) from May 20 to July 8.

Please register on the list next to Frau Schaal's office door starting from March 10!

## **Recommended introductory reading:**

Peretti, Burton W. *The Creation of Jazz*. Chicago: University of Illinois Press, 1992.

Townsend, Peter. *Jazz in American Culture*. Jackson: University of Mississippi Press, 2000.

**Andrea Schubert, M.A.**

**2220            Beat-up, Beat-out, Upbeat, Beat-it! – The Mon (5) + (6) tba**  
**2420            Beat Generation in American Literature            BLOCKSEMINAR**

PS                6 KP (regular and active participation, essay)  
SiG              3 KP (regular and active participation, oral presentation)  
                  1 KP (regular and active participation, minutes of one session)

"I saw the best minds of my generation destroyed by madness" (Allen Ginsberg, "Howl," 1956). The Beat Generation constituted a countercultural movement in opposition to the traditional, established culture of mid-twentieth century America. Extending in scope beyond the world of art, literature, painting, and music, the Beat movement included a variety of social expression in the 1950s and early 60s, and it contributed to a widening of sensibilities in the years to come.

In this course we will read a selection of at once shocking and fascinating poetry and fiction by some of the best-known Beat writers, including Jack Kerouac, Allen Ginsberg, William Burroughs, Lawrence Ferlinghetti and Gary Snyder, all of whom openly revolted against conventions, compulsions and conformity in society, politics, and art. While discussing the Beats' alienation from contemporary society, we will also explore and assess their efforts to redefine or create a new view of American life, an alternative to the conformity, uniformity and consumerism of traditional culture.

A Reader will be available by the beginning of the semester.

**Note: This course is designed as Blockseminar, including 7 double-sessions that will take place on Mondays (5) + (6) from May 19 to July 7.**

Please register on the list next to Frau Schaal's office door starting from March 10!

**Recommended introductory reading:**

Cook, Bruce. *The Beat Generation: The Tumultuous 50s Movement and its Impact on Today*. New York: Scribner, 1994.

Watson, Steven. *The Birth of the Beat Generation: Visionaries, Rebels, and Hipsters*. New York: Pantheon Books, 1995.

Zott, Lynn M., ed. *The Beat Generation – A Critical Companion*. New York: Gale, 2003.

## Kulturstudien Nordamerikas

**Eric Erbacher, M.A.**

**1310      Introduction to North American  
70510     Studies**                          **Mon (4)**                          **HSZ E 05**

**EK**                          **4 KP (requirements to be announced in class)**

This course will introduce students to the key themes and methodologies of American studies. It will discuss fundamental ideas and institutions, historical developments, and current issues in North American culture.

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

**Please note:** This course is accompanied by a tutorial of 2 SWS every 2 weeks, in which study skills, especially the writing of an academic paper, will be practised. **The tutorial is an obligatory part of the Introduction.** Time and place will be announced.

**Dr. Khadija Fritsch-El Alaoui**

**1320      Basic Readings in North American  
70520     Cultural Studies**                          **Tue (3)**                          **ASB 328**

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

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

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

**Jana Häntzschel, M.A.**

**2320      Survey of American Culture      Mon (3)      HSZ 201**  
**2420**

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

This survey course aims to deepen students' knowledge and competence in North American Studies by focusing on basic themes and issues that have defined American history and culture, for example, the role of nature and technology, tourism, regional and urban culture, photography, food and consumption, etc.  
A reader will be available at the beginning of the semester.

## Fachdidaktik

### **Prof. Dr. Andreas Marschollek**

<b>An Introduction to Foreign Language Teaching</b>	<b>Mon 4 (EK) Wed 4 (PS)</b>	<b>HSZ 304 WIL A 317</b>
---------------------------------------------------------	----------------------------------	------------------------------

EK+PS            4 KP (requirements will be announced in class)  
                  2 KP (requirements will be announced in class)

This course offers a survey of the variable factors and processes involved in foreign language teaching. Participants are encouraged to reflect on how these can be controlled by the teacher in order to facilitate the achievement of the objectives of foreign language classes. Opportunity is provided to integrate theoretical perspectives with practical learning and teaching experience.

### **Recommended reading**

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

### **Sabine Reiter, wissenschaftliche Mitarbeiterin**

<b>Einführungskurs Englisch in der Grundschule</b>	<b>Wed (3)</b>	<b>ZS 1, 304b</b>
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EK            3 KP (requirements to be announced in class)

In this course students are introduced to the development of diverse concepts of the teaching of English as a foreign language at primary school taking into consideration regional, national but also European perspectives.

They deal with techniques, methods and approaches to teaching young learners based on current knowledge about developmental and learning psychology guided by the overall teaching aim of basic communicative competence and intercultural awareness. Thus the development of listening and speaking is in the centre of interest.

Further aspects are evaluation, assessment and self-assessment including portfolio.

Students need to have the following *Scheine*: GLC 1 ( Pronunciation and Intonation ) and *Kinder- und Unterrichtssprache 1*

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

**Kindersprache –  
Englisch in der Grundschule**

**Tue (2)**

**SE 2, 123**

**SiH**

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

This subject deals with English in primary school foreign language classrooms, focussing not only on language for teachers but also pupils' classroom language. Classes will be presented around thematic areas like drama, songs and rhymes, magazines, craft, telling stories, sports and games, children's fiction and film.

Materials will be announced in class.

### **3. Seminare im B.A. / Hauptstudium**

#### **Sprachwissenschaft/Mediävistik**

**Professor Dr. Ursula Schaefer**

<b>3120</b>	<b>Oral and Written English</b>	<b>Tue (6)</b>	<b>GER 54</b>
<b>3420</b>			

- |         |                                                                                                                                                                                                                                                           |
|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| HS      | In order <u>to earn 7CP</u> the students have to <ul style="list-style-type: none"><li>• give an in-class oral presentation and</li><li>• hand in a research paper / essay (ca. 20 pages) after the end of classes (dead-line: Sept. 15, 2008).</li></ul> |
| SiH / S | In order <u>to earn 3CP</u> the students have to pass a take-home test after the end of classes (dead-line: August 15, 2008).                                                                                                                             |

Distinguishing between oral and written language as well as studying the differences between speech and writing is a relatively recent linguistic (sub-)discipline. In class we will combine the historical study of this (sub-)discipline with the main objectives that have been raised when turning to the differences between speech and writing.

In the first half of the class we will discuss the development of the (sub-)discipline and the different approaches that have (or have not) been applied in this development. In the second part we will first deal with the question of 'speech vs. writing' from an historical perspective for Old, Middle and Early Modern English and finally turn to the achievements of the *Longman's Grammar of Spoken and Written English* (1999) by D. Biber et al.

By Feb. 15, 2008 the roster of the class and a preliminary bibliography will be provided on the "Anglistische Sprachwissenschaft" homepage.

After the beginning of the class a Moodle page will be accessible for the participants of this class.

**NB: This course prepares students for the “Schriftliches Staatsexamen: Klausur synchrone Sprachwissenschaft” in summer/fall 2008.**

**Professor Dr. Ursula Schaefer**

<b>3120</b>	<b>Historical Contact Linguistics</b>	<b>Thu (2)</b>	<b>Ger 39</b>
<b>3420</b>			

- |         |                                                                                                                                                                                                                                                                                                       |
|---------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| HS      | In order <u>to earn 7CP</u> the students have to <ul style="list-style-type: none"><li>• prepare one class on the basis of the relevant literature to be discussed in class</li><li>• hand in a research paper / essay (ca. 20 pages) after the end of classes (dead-line: Sept. 15, 2008).</li></ul> |
| SiH / S | In order <u>to earn 3CP</u> the students have to pass a take-home test after the end of classes (dead-line: Aug. 15, 2007).                                                                                                                                                                           |

In 1953 Uriel Weinreich published a small book with the title *Languages in Contact*. This publication may be regarded as the 'founding manifesto' of a linguistic subdiscipline which, however, only reluctantly gained ground in the following decades. It thus took over half a decade – and a speaker of a 'New English' – unmistakably to state that, in view of its history, the English language "has *always* existed amidst a multilingual ethos in which language contact has been ever present" (Mesthrie 2006).

After an introductory look into the scope of Contact Linguistics we will discuss the contact scenarios for medieval English with specific emphasis on the methodological approaches that have been used in scrutinizing these scenarios. This section will be closed by critically asking why contact between 'written languages' has been considerably 'underresearched'. In the closing section of this class we will first deal with the specific field of English-based pidgins and creoles and subsequently distinguish these from the 'New Englishes' as a product of linguistic contact.

By Feb. 15, 2008 the roster of the class and a preliminarily bibliography will be provided on the "Anglistische Sprachwissenschaft" homepage.

By the beginning of the class a Moodle page will be accessible for the participants of this class.

**NB: This course prepares students for the “Schriftliches Staatsexamen: Klausur diachrone Sprachwissenschaft“ in summer/fall 2008.**

# **Englische Literaturwissenschaft**

**Prof. Dr. Stefan Horlacher**

**3220      Black British Literature      Thu (3)      BZW 153**  
**3420**

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

Since the term of Black British Literature is still an evolving category – does it refer to colour, is it a metaphor, a political category? – the texts analysed have also been called "trans-cultural British literature" (Nowak 1998), "fictions of (in)betweenness" (Egerer 1997) or "black fiction" (Korte 1999). One critic has defined this kind of literature as written by authors "who themselves inhabit a space marked by (in)betweenness which (...) is not merely an expression of their 'postcolonial' origins but rather indicative of their willingness to cross borders. While all of them are interested in the articulation of (in)betweenness, they do so (...) to varying degrees" (Egerer).

If recent publications, both of a scholarly and journalistic nature, bookshop events and academic conferences testify to the fact that Black British Literature has definitely become established as an exciting research area, it is nevertheless an emergent field of research in which a clear-cut methodology and theory are only about to evolve. Novels read in this seminar will comprise – among others – Diran Adebayo's *Some Kind of Black* and Jackie Kay's *The Trumpet*.

A comprehensive bibliography including the novels to be read in this seminar will be on my homepage by mid-February.

**Students are required to sign up for this class in Frau Schmidt's office from 15 February to 15 March 2008 (limited participation).**

**NB: This course prepares students for the “Schriftliches Staatsexamen: Klausur Englische Literaturwissenschaft” in summer/fall 2008.**

**Prof. Dr. Stefan Horlacher**

<b>3220</b>	<b>Restoration Comedies</b>	<b>Tue (6)</b>	<b>HSZ E 01</b>
<b>3420</b>			

<b>HS</b>	<b>7 KP (requirements to be announced in class)</b>
<b>SiH/S</b>	<b>3 KP (requirements to be announced in class)</b>
	<b>1 KP (requirements to be announced in class)</b>

This seminar follows a tripartite structure, namely (1) a historical introduction to the Restoration period (1660-1710), (2) a theoretical survey of the often contradictorily defined concepts of humour, the comic and laughter, which will include an introduction to the most relevant theories developed by Henri Bergson, Friedrich Nietzsche, Charles Baudelaire, Sigmund Freud, Mikhail Bakhtin, Helmuth Plessner, Anton C. Zijderveld, Hans Robert Jauß and others; (3) a close reading and textual analysis of William Wycherley's *The Country Wife* (1675), Aphra Behn's *The Rover* (1677), John Vanbrugh's *The Provoked Wife* (1697) and William Congreve's *The Way of the World* (1700). Where available, film productions of these comedies will also be considered.

**Readings:**

Please purchase a copy of each of the four comedies mentioned above.

**Please Note:** This seminar is designed as a compact seminar. The first sessions of the seminar will take place in weeks one and three. The seminar itself will take place on a weekend (Saturday and Sunday) in June. Students who want to take part in this seminar should be prepared to give a short oral presentation (15 minutes).

**Students are required to sign up for this class in Frau Schmidt's office from 15 February to 15 March 2008 (limited participation).**

**Prof. Dr. Stefan Horlacher**

**Oberseminar**

**Tue (6)**

**HSZ E 01**

The *Oberseminar* is open to doctoral candidates, to students completing their theses (MA, Staatsexamen) and to those approaching the end of their studies. The purpose of the *Oberseminar* is to give them the opportunity to present their research projects for further discussion. The emphasis will be on theoretical approaches and their application, while our additional goal in the seminar is to foster an exchange of research interests and ideas among advanced students of English/American Literature and English/American Cultural Studies in the department. Moreover, topics relevant for the oral and written final examinations in English literary studies will be discussed. Students attending the *Oberseminar* are expected to present the findings of their work as well as to lead the ensuing group discussions.

The first session will take place in **week two**.

**Dr. Sigrun Meinig**

**3220      The Ills of Colonialism      Tue (4)      BEY 151**  
**3420**

HS                    7KP (active participation, group work, Hausarbeit)  
SiH/S                3 KP (active participation, group work, synopsis)  
                      1 KP (active participation, group work)

In this seminar we focus on literary texts dealing with colonialism and its aftermath as a process of circulating matter and goods, material and money, and bodies. After all, as Ania Loomba puts it, “[g]uns and disease [...] cannot be isolated from ideological processes of 'othering' [...] peoples”. In our analysis of the economic and physical dimensions of post-coloniality, we will put particular emphasis on the representation of physical illness as a nodal point of such processes in which their intricate interrelations with colonial discursive structures are crystallised. We develop our theoretical perspective from positions such as those of Robert Young, Frantz Fanon, and Giorgio Agamben.

**Readings**

- Joseph Conrad. *The Nigger of the 'Narcissus'*, ed. Robert Kimbrough. New York: Norton, 1979. ISBN-10: 0393090191, ISBN-13: 978-0393090192.
- Laurence Scott. *Night Calypso*. 2004.
- Nadine Gordimer. *Get a Life*. 2005.
- A reader with additional excerpts and theoretical material will be available for copying in the SLUB from the beginning of the seminar.

**Students are required to sign up for this class in Frau Schmidt's office from 15 February to 15 March 2008 (limited participation).**

**Prerequisites**

Students are expected to have read Conrad's *The Nigger of the Narcissus* before the beginning of the seminar.

**Dr. Sigrun Meinig**

**3220      Literature and Photography                  Mon (5)                  GER 54**  
**3420**

HS                    7 KP (active participation, group work, Hausarbeit)  
SiH/S                3 KP (active participation, group work, synopsis)  
                      1 KP (active participation, group work)

“If I could tell the story in words, I wouldn’t need to lug a camera.” In this seminar, we will read selected anglophone literary texts (British, Post-Colonial, North American; nineteenth to twenty-first century) which, unlike photographer Lewis Hine, from whom the quotation is taken, do tell the story in words, but, what is more, do so by also taking the story of the camera and of its images into consideration. We will explore the relation between texts and images with the help of selected theoretical material on photography and visual perception (among others Susan Sontag, Roland Barthes, John Berger, Gottfried Boehm). We will discuss textual and visual strategies of representation, the perceived hierarchies of the arts at different points in time, especially the recently postulated ‘pictorial turn’, and questions of intermediality. Of course, photographs by key photographers will be a constant point of reference for us.

**Readings**

For the set texts and the reader with secondary material, please check my website from mid-February.

**Prerequisites**

Students are expected to have read the preparatory reading posted on my website from mid-February before the beginning of the seminar.

**Students are required to sign up for this class in Frau Schmidt’s office from 15 February to 15 March 2008 (limited participation).**

## **Kulturstudien Großbritanniens**

**Prof. Dr. Thomas Kühn**

<b>3220</b>	<b>Sunday</b>	<b>Wed (3)</b>	<b>HSZ 201</b>
<b>3420</b>			

HS	7KP (regular, active participation, oral presentation, academic essay)
SiH/S	3 KP (regular & active participation, oral presentation) 1 KP (regular & active participation)

What do the British do on a Sunday? Sunday has been a day set apart from everyday routine, not just because of the Christian commandment of rest, worship and prayer as a sometimes hegemonic cultural practice. In addition Sunday has been a day of quiet boredom, reading thick Sunday papers, going for walks, watching football or nursing the hangover from a late Saturday night out. This pattern has been partly complemented by new trends caused by changes in consumer legislation: Sunday has become the main shopping day of the week as a pastime for the whole family.

Seen from this perspective, Sunday is an attractive object for cultural studies from historical, religious, sociological, ethnographic, class, gender and many other points of view. In this seminar we will introduce, study and discuss major characteristics of a British Sunday as an exemplary day that helps to describe and understand important aspects of British cultural identities as compared to e.g. German ones.

The textual basis of the class will come from a great range of sources: theories, literature, art, journalism, film, music. Participants are invited to think about and bring along their own material.

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

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

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

**Prof. Dr. Thomas Kühn**

**3220      Science, Religion, Culture in  
3420      Seventeenth Century England**

**Thu (5)**

**HSZ E 01**

- HS            7KP (regular, active participation, oral presentation, academic essay)  
SiH/S        3 KP (regular, active participation, oral presentation)  
              1 KP (regular, active participation)

As the history of the 17<sup>th</sup> century shows, the Elizabethan Settlement in the 16<sup>th</sup> century had settled not very much. Just a little more than half a century later, religious tensions tore society apart in a civil war. Religion, being deeply culturally embedded, contributed to outstanding literary works such as John Milton's *Paradise Lost* or John Bunyan's *The Pilgrim's Progress*. Religious gatherings – like sermons – served as communicative centres where thousands of people came together. Religion in the seventeenth century, however represents far more than spiritual quests and the attempt to overcome uncertainties. It is closely linked to the "dissociation of sensibility" (T.S. Eliot), the rise of the natural sciences and its philosophic bases.

In this seminar religious practices, ideas and manifestations as well as the beginnings of scientific enquiry and the philosophic groundwork for these discoveries will be scrutinized as vital part of the cultural setup. Some of the crucial documents will be studied in the course. The documents include: pamphlets, tracts, treatises and other texts from a great range of genres.

The texts will be made available in a reader that will be ready before the beginning of term.

Regular attendance, active participation and thorough preparation are prerequisites for a "Schein". Please register on the list at the Cultural Studies pin-board. E-mail registration will not be taken into account.

**NB: This course prepares students for the "Schriftliches Staatsexamen: Klausur Kulturstudien Großbritanniens" in summer/fall 2008.**

## Amerikanische Literaturwissenschaft

**PD Dr. Angelika Köhler**

<b>3320</b>	<b>Transcultural Interactions:</b>	<b>Mon (5)</b>	<b>ZS 1, 418</b>
<b>3420</b>	<b>Henry James and Edith Wharton</b>		

HS	7 KP (regular and active participation; essay)
SiH/S	3 KP (regular and active participation; oral presentation)
	1 KP (regular and active participation; brief oral presentation)

In this course, students will get more familiar with selected texts written by Henry James (1843–1916) and Edith Wharton (1862-1937), two of the most prominent voices of turn-of-the-century American literature. Being conscious of growing up in an America undergoing enormous and fundamental changes, both writers "shared [... the] sense of the cultivated American mind being driven steadily into ironic detachment" (Ruland/ Bradbury, *From Puritanism to Postmodernism*, 245). But whereas James succeeded in opening up new spaces from the relationality of national feeling at the moment of international intermingling, Wharton possessed a precise social knowledge that informed her fictional exploration of American men's and women's aspirations and their sense of imprisonment, thus realizing the limits set on their quests for self-articulation.

A Reader with shorter texts will be available at the beginning of the semester.  
Please see the complete list of required texts next to Frau Schaal's office door.

**PD Dr. Angelika Köhler**

**3320      Images of the American South      Thu (4)      ZS 1, 418**  
**3420**

**HS**            7 KP (regular and active participation; essay)  
**SiH/S**        3 KP (regular and active participation; oral presentation)  
                1 KP (regular and active participation; brief oral presentation)

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

A Reader with shorter texts will be available at the beginning of the semester.  
Please see the complete list of required texts next to Frau Schaal's office door.

**NB: This course prepares students for the “Schriftliches Staatsexamen: Klausur Amerikanische Literaturwissenschaft” in summer/fall 2008.**

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

**3320      Hollywood Detectives      Thu (5)      HSZ 405**  
**3420**

**HS**            7 KP (oral presentation + academic paper of 12-15 pp.)  
**SiH/S**        3 KP (oral presentation)

The detective as well as the crime & mystery genre has not only appealed to a wide reading public but also to moviegoers. It is omnipresent on today's TVs. However, before the invention of the soundtrack motion picture ('talkie') around 1930, the detective film did not really impress. The subtleties, e.g. of Sherlock Holmes' deductions, could not be shown in a convincing way without the full range of expression of a life-like character.

The selection we necessarily have to make should acquaint us with the major developments from Sherlock Holmes to the complexities of *Memento*. We will have to focus on the figure of the detective, his character, the means he employs and the crimes he has to unravel or to fight. Elements of film analysis might also be learned this way.

**The following films are under consideration:**

After an initial model analysis by the instructor, groups of 2-3 students should present their findings from individual films (for 3 CPs). *Hausarbeiten* may be written afterwards, based on some aspects of the oral presentation (4 CPs).

**Recommended Reading:**

Seesslen, Georg: *Copland. Geschichte und Mythologie des Polizeifilms*: Marburg: Schüren Verlag, 1999.

Hickethier, Knut (ed.): *Kriminalfilm*. Stuttgart: Reclam, 2005.

Hughes, Lloyd: *The rough guide to GANGSTER movies*. London: Penguin, 2005.

**NB: This course prepares students for the "Schriftliches Staatsexamen: Klausur Amerikanische Literaturwissenschaft" in summer/fall 2008.**

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

**3320                    American Comedies                    Thu(3)                    H SZ 405**  
**3340**

**HS**                    7 KP (oral presentation + academic paper 12-15 pp.)  
**SIH/S**                    3 KP (oral presentation)

The majority of what we watch, listen to and read as literature belongs to comedy in a wider sense. Nevertheless, comedies are widely ignored by the academia. Comedies are traditionally considered to be simplifying, harmonizing and superficial. At least, ever since the Russian literary historian Bachtin has revealed a carnevalesque impulse in all literature, this devaluation can no longer be upheld seriously. In fact, comedies are able to deal with the world of everyday life and its problems in a highly differentiated way. They put modes of behavior under scrutiny, question gender roles, attack institutions and problematize all these. Even the physical humor of the slapstick can be highly complex. The fact that comedies not only deal with the conceptual but are specialized in dealing with the body and the way it is socialized makes them a highly interesting field of investigation in our present postmodern age which considers our social reality the result of collective construction.

The following plays are under consideration:

Tyler: *The Contrast* (1787), Carr: *The Fair Americans* (1815); Mowatt: *Fashion* (1845); O'Neill: *Ah, Wilderness* (1933); Kaufman/ Hart: *The Man Who Came to Dinner* (1939); Davies: *Purlie Victorious* (1961); Simon: *Barefoot in the Park* (1963); Simon: *The Odd Couple* (1970) Guare: *The House of the Blue Leaves* (1971); McNally: *It's Only a Play* (1985); Durang: *Laughing Wild* (1988); Durang: *Betty's Summer Vacation* (1999); Mamet: *Boston Marriage* (1999); LaBute: *The Shape of Things* (2001);

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

Recommended Reading:

Andrew Stott: *Comedy*. London: Routledge, 2005.

## Kulturstudien Nordamerikas

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

<b>3320</b>	<b>Topics of American Studies: Art,</b>	<b>Thu (3)</b>	<b>MER 02</b>
<b>3420</b>	<b>Entertainment, and Popular Culture</b>		

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

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

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

**NB: This course prepares students for the “Schriftliches Staatsexamen: Klausur Amerikanische Kultur” in summer/fall 2008.**

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

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

**HS**              7 KP (regular attendance online and offline, successful completion  
of the group project online and learning/ working log)

The 1930s was a period in the history of the U.S. that was marked by the bleak prospects in the midst of the Great Depression. Nevertheless, millions of Americans – although starving and suffering from the aftermath of the stock market crash – were drawn to the interwar expositions all over the country. Especially Chicago's "Century-of-Progress Exposition" of 1933/34 and New York's World's Fair of 1939/40 provide the framework of analysis in this course. We want to discuss the ideas of a few individuals – architects, scientists, business men and political leaders – with regard to social changes in a deeply segregated and hunger-stricken society, and their visions for a better future in a "new empire of abundance" (Rydell, 1993). We want to have a closer look at how the fair organizers went from re-establishing Americans' belief in existing institutions (Chicago) to giving them hope and an outlook into the future of the country (New York). World's Fairs usually reflect the ways a country would like to see itself in the domestic and international context and they serve as an excellent body to study a nation's attitudes with regard to national identity-building processes, and power relations among the diverse groups within one society as well as among various nations.

Prerequisites: Students who want to take this class should be interested in both the topic and working with the computer, though you do not have to be an expert. Furthermore, students should have a computer at home that easily copes with Windows 2000 or above and should have internet access at home, preferably a high-speed connection. **ALL students interested in this class must attend the in-class meeting in the first week of the semester.**

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

**North American Studies Colloquium**

**Mon (6)**

**ZS 1, 325**

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

Note: Participation is voluntary; i.e., students will not receive any credit points. Please register with Eric Erbacher by e-mail ([eric-erbacher@gmx.de](mailto:eric-erbacher@gmx.de)).

## Fachdidaktik

### **Prof. Dr. Andreas Marschollek**

<b>Language Teaching with Literary Texts</b>	<b>Mon (5)</b>	<b>HSZ 405</b>
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HS	7 KP (requirements to be announced in class)
SiH	3 KP (requirements to be announced in class)
	1 KP (requirements to be announced in class)

This seminar explores ways of dealing with literary texts in the foreign language classroom. We will analyze the respective theoretical background and transfer it to English classes by planning an exemplary teaching unit based on James Vance Marshall's *Walkabout*.

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

### **Recommended reading**

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

### **Prof. Dr. Andreas Marschollek**

<b>Teaching Foreign Languages to Young Learners</b>	<b>Wed (3)</b>	<b>HSZ 103</b>
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HS	7 KP (requirements to be announced in class)
SiH	3 KP (requirements to be announced in class)
	1 KP (requirements to be announced in class)

This seminar explores teaching foreign languages in classes 3 to 5 both from a theoretical and a practical perspective. Participants are expected to develop a deepened understanding of the young foreign language learners with their specific needs and potentials as well as of the goals targeted by teaching foreign languages to that age group. We will discuss the implications for teaching methodology, reflect critically on current issues such as the transition from primary to secondary level and apply the results to classroom practice.

### **Recommended reading**

Cameron, Lynne (2001). *Teaching Languages to Young Learners*. Cambridge: CUP.

<b>Dr. Carmen Weiss</b>			
<b>Content and Language Integrated Learning</b>		<b>Tue (3)</b>	<b>GER 54</b>

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

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

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

<b>Dr. Carmen Weiss</b>			
<b>Schulpraktische Übungen/ LA Gymnasium und LA BBS</b>		<b>Mon (3) + school days</b>	<b>ZS 1, 312</b>
SiH + P (4 groups)	4 KP (requirements to be announced in class)		

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

School days will be announced.  
The course requires registration via jexam.

Candidates need to have passed the Intermediate Exam.

**Sabine Reiter, wissenschaftliche Mitarbeiterin**

<b>Schulpraktische Übungen/ LA Gymnasium und LA Mittelschule</b>	<b>Wed ( 4 ) + school days</b>	<b>ZS1, 304b</b>
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SIH + P            4 KP (requirements to be announced in class)

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

School days will be announced.

This course requires registration via jexam.

Candidates need to have passed the Intermediate Exam.

**Sabine Reiter, wissenschaftliche Mitarbeiterin**

<b>Schulpraktische Übungen/ LA Grundschule</b>	<b>Thu ( 1 ) + school days</b>	<b>ZS 1, 433</b>
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SIH + P            4 KP (requirements to be announced in class)

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 accompanying seminar provides a platform for presenting and discussing the practical experiences with reference to selected aspects of foreign language teaching. Thus it supports participants both with the issue coming up in daily classroom situations and in deepening their theoretical understanding of learning and teaching processes.

School days will be announced.

This course requires registration via e-mail.

Candidates need to have passed the Intermediate Exam.

## **Sprachlernseminare**

**David Hintz M.A.**

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

**Laura Park, M.A.**

<b>1410</b>	<b>SLS 1.1 Pronunciation and Intonation</b>	<b>Tue (6)</b>	<b>SE 2, 123 (LP)</b>
<b>70730</b>		<b>Wed (4)</b>	<b>ZS 1, 418 (KH)</b>
	<b>(KH &amp; LP = British English; DH = American English)</b>	<b>Fr (3)</b>	<b>ZS 1, 418 (DH)</b>

Sprachlernseminar 3 KP

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

We recommend that students take this course in their first semester if possible. Students must choose between British and American English but the course content is very similar.

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

The course will have spoken and written assignments, and will involve 2 main tests: (1) a written exam on phonetic transcription and phonology (2) a speaking test at the end of the semester. The course materials will be sold in class – these consist of a course book with 2 CDs ("The Engliah Pronunciation Course") which can be bought in class for €15 (N.B. shop price = €25) and photocopies for €1. Please bring therefore €16 to the first class.

Prerequisites: The Entry Test must have been passed.

**Eva Stahlheber, M.A.**

<b>1420</b>	<b>SLS 1.2 Grammar</b>	<b>Mo (3)</b>	<b>SE 2, 103 (ES)</b>
<b>70710</b>		<b>Tue (3)</b>	<b>SE 1, 101 (ES)</b>

Sprachlernseminar 3 KP  
Requirements: Final Exam

We recommend that students take this course in their first semester if possible. Using a contrastive approach to grammar, this course deals with basic and advanced grammar concepts and targets the particular problems Germans commonly have with English grammar. This course builds on the knowledge of grammar gained at school, but whereas "Abitur" classes often concentrate on communicative skills, this university course will focus on accuracy. Although students have encountered and practised most aspects of English grammar in school, many do not control them well. The course will involve close working with a good grammar reference book, analysing texts and grammatical structures, frequent quizzes to establish strengths and weaknesses, sentence translation from German into English and some text production. The participants of all the groups will take a formal exam at the end of the semester. Course materials will be sold in the first class and students will be informed about which grammar book to buy.

Prerequisites: The Entry Test must have been passed.

<b>James McCallum, B.A.</b>	
<b>Elisabeth Orrison, B.A.</b>	
<b>1430</b>	<b>SLS 1.3 Vocabulary</b>
<b>70720</b>	
	<b>Mon (2) ZS 1, 418 (JM)</b>
	<b>Mon (3) ZS 1, 418 (JM)</b>
	<b>Mon (5) ZS 1, 501 (EO)</b>
	<b>Tue (4) ZS 1, 418 (EO)</b>
	<b>Tue (5) ZS1, 418 (EO)</b>

Sprachlernseminar 2 KP

Requirements: Final Exam

This course is intended for students in their first or second semester. 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 we will identify both common and individual problem areas, extract vocabulary (words, word groups) from texts, establish both personal and class vocabulary lists, provide a survey of and practise using dictionaries and thesauri, work out word fields, identify and use word formation processes, practise variations in range and variety of written and oral expression, and experiment with different learning techniques.

The course will involve a variety of assignments and class tests as well as one main exam at the end of the semester. Course materials will be sold in class.

Prerequisites: The Entry Test must have been passed.

**David Hintz M.A.  
Laura Park, M.A.**

<b>2510</b>	<b>SLS 2.1 Listening and Speaking</b>	<b>Tue (2) ZS 1, 418 (DH)</b>
		<b>Wed (6) ZS 1, 312 (LP)</b>
		<b>Thu (1) SE 2, 123 (LP)</b>
		<b>Fri (2) ZS 1, 418 (DH)</b>

Sprachlernseminar 3 KP

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

This course is offered to students in their third or fourth semester. Please note that students in higher semesters will have priority should there be more students than places. This course aims firstly to familiarise students with naturally spoken English and a variety of accents, thereby improving listening comprehension skills; secondly we aim to improve students' own general speaking skills by encouraging students to adopt aspects of what they hear from the listening exercises into their own speaking.

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

Prerequisites: The SLS 1.1 Pronunciation and Intonation course must have been passed.

**Eva Stahlheber, M.A.**

<b>2520</b>	<b>SLS 2.2 Reading</b>	<b>Mon (5)</b>	<b>SE 2, 123 (ES)</b>
		<b>Thu (5)</b>	<b>SE 2, 22 (ES)</b>

Sprachlernseminar 2 KP  
LV-Art Requirements: Final Exam

We recommend that students take this second-year course in the winter semester if possible as it provides a good basis for the 3.3 Writing course, which would ideally be taken in the summer semester.

The aim of this course is to raise familiarity with a wide range of text types, particularly 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 SLS 1.1 Grammar and the SLS 1.3 Vocabulary courses. Students will be given both intensive assignments (shorter texts and extracts) as well as an extensive reading assignment (a whole novel). Materials will be sold in the first class.

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

**David Hintz, M.A.**

**Elizabeth Orrison, B.A.**

**John Sewell, Dipl. Arch., TESOL**

**2530 SLS 2.3/GLC 3 Writing**

**Mon (4) ZS 1, 418 (EO)**  
**Thu (2) WIL, C103 (DH)**  
**Thu (3) WIL, C104 (DH)**  
**Thu (5) ZS 1, 228 (JS)**  
**Thu (6) ZS 1, 228 (JS)**

Sprachlernseminar 3 KP

Requirements: Final Exam

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

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

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

**Eva Stahlheber, M.A.**

**3510 or 3520 3.1 or 3.2/GLC 4 Academic Writing      Tue (5)      SE 2, 22 (ES)**

Sprachlernseminar 3 KP

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

This course is offered as 3.1 or 3.2 courses to year 3 B.A. students, and as GLC 4 courses to *Lehramt* students who have passed the *mündliche Prüfung* of the Intermediate Exam. Students may only take 2 courses at this level (year 3/GLC 4). The aim of this course is to support the writing process of academic papers for the seminars offered in SS 2008 and is aimed at students partaking in Year 3 seminars (B.A.), and *Hauptseminare (Lehramt)*.

Emphasis will be put on writing as a process of production, editing, revision and rewriting until the quality of language is at least satisfactory at the university level. Students should be prepared to compose several writing assignments throughout the semester.

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

**Laura Park, M.A.**

**3510 or 3520 3.1 or 3.2/GLC 4 Drama in the Classroom**

**Mon (6)**

**HSZ E01**

Sprachlernseminar 3 KP

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

This course is offered as 3.1 or 3.2 courses to year 3 B.A. students, and as GLC 4 courses to *Lehramt* students who have passed the *mündliche Prüfung* of the Intermediate Exam. Students may only take 2 courses at this level (year 3/GLC 4). Students will practise a variety of methods aimed at applying drama techniques in the classroom. These will include theatre games, pronunciation and diction exercises and adapting literary texts for drama activities. We will also look at how to organise a rehearsal schedule for putting on a play, and how to determine what elements belong in the rehearsal. Finally, students will be introduced to the basics of acting and how best to teach these in a classroom setting.

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

**Laura Park, M.A.**

**3510 or 3520 3.1 or 3.2/GLC 4 Theatre Workshop**

**Mon (7)**

**HSZ E03**

Sprachlernseminar 3 KP

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

In this course we will be practising some basic acting and directing techniques, as well as pronunciation, intonation and voice projection. A presentation in the form of a public performance of sketches or short one-act plays will be organised for the end of the semester. Students who do not wish to act will be required to be involved in directing and producing these performances.

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

*Eva Stahlheber, M.A.*

**3510 or 3520 3.1 or 3.2/GLC 4 Computer-Assisted Language Learning**

**Wed (3)**  
**Thu (3)**

SE 1, 201  
SE 1, 201

## Sprachlernseminar 3 KP

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

This course is offered as 3.1 or 3.2 courses to year 3 B.A. students, and as GLC 4 courses to *Lehramt* students who have passed the *mündliche Prüfung* of the Intermediate Exam. Students may only take 2 courses at this level (year 3/GLC 4). In this course we will look at and try out different ways of using new technology for language learning purposes. Ranging from CD-ROM-based language learning software to more interactive resources provided through websites and other internet-based communication services, the media presented in this class will help students improve their overall language skills as well as their individual language learning strategies.

To a large extent, the course will be structured around students' individual work with the computer. Accordingly, students registering for this course are expected to be willing to expend sufficient time on outside-of-class practice and project work.

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

**Eva Stahlheber, M.A.**

**3510 or 3520 3.1 or 3.2/GLC 4 Creative Writing      Wed (6)      ZS 1, 418**

Sprachlernseminar 3 KP

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

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

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

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

<b>3510 or 3520 3.1 or 3.2/GLC 4 Classroom English</b>	<b>Thu (2)</b>	<b>ZS 1, 418</b>
	<b>Thu (3)</b>	<b>ZS 1, 418</b>

Sprachlernseminar 3 KP

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

This course is offered as 3.1 or 3.2 courses to year 3 B.A. students, and as GLC 4 courses to *Lehramt* students who have passed the *mündliche Prüfung* of the Intermediate Exam. Students may only take 2 courses at this level (year 3/GLC 4). This course is primarily aimed at student teachers and will concentrate on learning and practising the language needed for conducting lessons in English. This will involve the language required for discussing topics like classroom surroundings, the organisation of class activities, correcting language errors, discipline, games, and technical equipment. Students are required to present a teaching unit from the school curriculum. Materials will be sold in class.

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

**David Hintz, M.A.**

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

**GLC 5 Advanced Translation**

**Tue (3) SE 2, 123 (KH)**

**Wed (3) ZS 1, 312 (DH)**

**Wed (4) ZS 1, 312 (DH)**

Sprachlernseminar 3 KP

Requirements: Classwork, homework and tests

This course is aimed at M.A. and *Lehramt* students: please note that the new Master programme will take over from the *Magister* programme in October 2008. As a result of this there will be fewer classes offered in Advanced Translation after SS 2008. We strongly recommend that, if possible, Advanced Level students take this course in SS 2008, rather than leave it till a later semester.

This course is intended to be the main preparation course for the translation part of the MA and First State Exam. Students will be introduced to some theories and techniques of translating and there will be systematic practice of particular structures and lexis which are difficult to translate. Students will be given texts to translate in class and at home. Students should certainly have two or three different grammar books and a good monolingual dictionary. A course pack will be sold in class.

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

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

**GLC 5 Advanced Essay Writing**

<b>Tue (5)</b>	<b>SE 2, 123 (LP)</b>
<b>Wed (2)</b>	<b>ZS 1, 418 (KH)</b>
<b>Thu (2)</b>	<b>SE 2, 123 (LP)</b>

Sprachlernseminar 3 KP

Requirements: Classwork, homework and tests

This course is aimed at M.A. and *Lehramt* students: please note that the new Master programme will take over from the *Magister* programme in October 2008. As a result of this there will be fewer classes offered in Advanced Essay Writing after SS 2008. We strongly recommend that, if possible, Advanced Level students take this course in SS 2008, rather than leave it till a later semester.

This course will develop the work of GLC 3 Basic Writing, provide practice in writing discussion essays and will be directly linked to the demands of both the State and MA exams. The course will examine what makes a good essay and practise the planning, structuring, style and checking of essays. A key aspect will be the practice of new lexis and idiom typical of formal writing style: texts which provide both excellent models of English writing and provocative topics for debate will be studied with the aim of transferring the writing skills and language encountered into active usage. Students will be required to write 3 test essays. More essay writing practice is offered in courses on Preparation for Exams under the options in the Advanced Level. Materials will be sold in class.

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

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

**Elective: JABS Magazine**

**Wed (6)**

**ZS 1, 501**

Sprachlernseminar 3 KP

Requirements: regular involvement (writing, organisation)

This course is offered as an Elective for Lehramt and M.A. students.

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

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

**David Hintz, M.A.**

**Elective: Preparation for Exams**

**Tue (3)**

**ZS 1, 418**

Sprachlernseminar 3 KP

Requirements: Classwork, homework and tests

Students must have the "Scheine" for GLC 5 Translation and GLC 5 Essay (for *Lehramt Mittelschule* only the "Schein" for GLC 5 Translation is required; for *Diplomhandelslehrer* only the "Schein" for GLC 5 Advanced Essay Writing is required) in order to take this course. Please bring these certificates to the first class to prove your eligibility. You may take this course at the same time as taking the M.A. Preliminary Language Exam in May 2008, but the course is primarily intended for student teachers taking the first state exam in September 2008, and M.A. students planning to take the M.A. Preliminary Exam in November 2008.

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

Prerequisites: Students must have completed both GLC 5 courses (Advanced Translation and Advanced Writing)