

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

## **SEMESTERMITTEILUNGEN** Wintersemester 2007/2008

Zuletzt geändert am 08.11.2007

## 1. Mitarbeiterinnen und Mitarbeiter

Name	Bereich	Tel./Fax	Gebäude/Raum
<del>Aurich, Claudia; M.A.</del>			
Erbacher, Eric (Doktd.)	Kulturstudien Nordamerikas	33004	ZS 1c, Zi. 317a
Georgi-Findlay, Brigitte; Prof. Dr.	Kulturstudien Nordamerikas, <b>Dekanin der Fakultät SLK</b>	35574/ 37733	ZS 1c, Zi. 317 b
Grahl, Till; M.A.	Amerikanische Literaturwissenschaft	33004	ZS 1c, Zi. 318
Gramatté, Anna-Maria;M.A.	UNICERT <sup>R</sup>	35562	ZS 1d, Zi. 419
Häntzschel, Jana; M.A.	Kulturstudien Nordamerikas	33004	ZS 1c, Zi. 317a
Hintz, David; M.A.	Sprachpraxis	34428	ZS 1d, Zi. 431
Hollingsworth, Keith; M.A., P.G.C.E.	<b>Koordinator Sprachpraxis</b>	33018	ZS 1d, Zi. 428
Horlacher, Stefan; Prof. Dr.	Englische Literaturwissen- schaft	33855	ZS 1c, Zi. 307
Köhler, Angelika; PD Dr.	Amerikanische Literatur- wissenschaft, <b>Geschäftsführende Assistentin</b>	33025	ZS 1d, Zi. 427
Kreutel, Karen; M.A., M.A.	Sprachpraxis	33019	ZS 1d, Zi. 431
Kühn, Thomas; Prof. Dr.	Kulturstudien Großbritanniens	33003	ZS 1d, Zi. 423/4
Lange, Claudia; Dr.	Englische Sprachwissen- schaft/Mediävistik	37819	ZS 1c, Zi. 316
Mächler, Kerstin; M.A.	Amerikanische Literatur- wissenschaft	34918	ZS 1c, Zi. 318
Marschollek, Andreas; Prof. Dr.	Englische Sprache und Literatur und ihre Didaktik <b>Geschäftsführender Direktor</b>	33023/ 37132	ZS 1d, Zi. 420/21
Meinig, Sigrun; Dr.	Englische Literaturwissenschaft	33088	ZS 1c, Zi. 308
Mitra, Mita; Dr.	Kulturstudien Großbritanniens	35938	ZS 1d, Zi. 432
Mohr, Hans-Ulrich; Prof. Dr.	Amerikanische Literatur- wissenschaft	33016/ 37733	ZS 1c, Zi. 320
Orrison, Elisabeth; M.A. (Lb)	Sprachpraxis	32347	ZS 1d, Zi. 425
Park, Laura; M.A.	Sprachpraxis	33028	ZS 1d, Zi. 419
Reiter, Sabine; Dipl.-Lehrerin	Fachdidaktik	33017	ZS 1d, Zi. 422
Schaal, Patricia	Sekretariat Amerikanische Literaturwissenschaft und Kulturstudien Nordamerikas	32878/ 37733	ZS 1c, Zi. 319
Schaefer, Ursula; Prof. Dr.	Englische Sprachwissen- schaft/Mediävistik	36486/ 31994	ZS 1c, Zi. 321 b

Schlemper, Christian; M.A. (Lb)	Kulturstudien Großbritanniens	35938	ZS 1d, Zi. 432
Schmidt, Monika	Sekretariat Englische Literaturwissenschaft/Englische Sprachwissenschaft	33848/ 35135	ZS 1c, Zi. 306
Schubert, Andrea; M.A.	Amerikanische Literaturwissenschaft	34918	ZS 1c, Zi. 318
Schulze, Sylvia; M.A.	Kulturstudien Großbritanniens	35938	ZS 1d, Zi. 432
Simon, Denis; M.A. (Lb)	Englische Literaturwissenschaft	33088	ZS 1c, Zi. 308
Stahlheber, Eva; M.A.	Sprachpraxis	33038	ZS 1d, Zi. 429
Stear, Peter; M.A.	Englische Literaturwissenschaft	33088	ZS 1c, Zi. 308
Triska, Anke	<b>Sekretariat der Geschäftsführenden Direktion/</b> Fachdidaktik/Kulturstudien Großbritanniens	32347/ 37166	ZS 1d, Zi. 425
Weiss, Carmen; Dr.	Fachdidaktik	33017	ZS 1d, Zi. 422
Wittiger, Cordelia; M.A.	Englische Sprachwissenschaft/Mediävistik	34994	Zellescher Weg 13, Zi. 504
Wolf, Göran; M.A.	Englische Sprachwissenschaft/Mediävistik	33026	ZS 1c, Zi. 302
Zienert, Katja; M.A.	Englische Sprachwissenschaft/Mediävistik	37819	ZS 1c, Zi. 316

### **Professor(innen) im Ruhestand**

(zu erreichen über das Sekretariat der Geschäftsführenden Direktion, Anke Triska)

Prof. Dr. Uwe Böker  
Prof. Dr. Ingrid von Rosenberg  
Prof. Dr. Bernd Voss

Englische Literaturwissenschaft  
Kulturstudien Großbritanniens  
Englische Sprache und Literatur und ihre  
Didaktik

## 2. Studienberatung

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

PD Dr. Angelika Köhler

Beraterin für das Hauptstudium  
(*Graduate Adviser*):

Prof. Dr. Brigitte Georgi-Findlay

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

## 3. Institutsadressen

**Postadresse:**

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

**Internetadresse:**

[http://tu-dresden.de/die\\_tu\\_dresden/fakultaeten/fakultaet\\_sprach\\_literatur\\_und\\_kulturwissenschaften/anglistik\\_und\\_amerikanistik](http://tu-dresden.de/die_tu_dresden/fakultaeten/fakultaet_sprach_literatur_und_kulturwissenschaften/anglistik_und_amerikanistik)

**E-Mail:**

[anglist@mailbox.tu-dresden.de](mailto:anglist@mailbox.tu-dresden.de)

**Besucheradresse:**

Zeunerstraße 1c und 1d

## 4. Semestertermine

**Wintersemester** **01.10.2007 - 31.03.2008**

**Lehrveranstaltungen** 08.10.2007 - 21.12.2007  
07.01.2008 - 02.02.2008

### Vorlesungsfreie Zeiten

Reformationstag 31.10.2007  
Buß- und Betttag 21.11.2007  
Jahreswechsel 22.12.2007 – 06.01.2008

## 5. Öffnungszeiten der Sekretariate

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

## 6. Personalia

Geschäftsführender Direktor für das Akademische Jahr 2007/2008 ist Prof. Dr. Andreas Marschollek.

## 7. Plagierte Studienleistungen

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

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

#### Definition:

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

Prof. Dr. Bernd Voss  
Dekan

## 8. Verwendete Abkürzungen

KP	Kreditpunkt (credit point)
Lb	Lehrbeauftragte/r

### Lage der Lehrräume

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

BEY	Beyer-Bau; George-Bähr-Straße
GER	von Gerber-Bau; Bergstraße
HSZ	Hörsaalzentrum; Bergstraße 64
MER	Merkel-Bau, Helmholtzstraße
SCH	Georg-Schumann-Bau; George-Bähr-Straße
SE 1	Seminargebäude 1; Zellescher Weg
SE 2	Seminargebäude 2; Zellescher Weg
SLUB	Sächsische Landesbibliothek – Staats- und Universitätsbibliothek Dresden; Zellescher Weg
TBA	to be announced
WIL	Willers-Bau; Zellescher Weg
ZEU	Zeuner-Bau; George-Bähr-Straße
ZS 1a-e	Zeunerstraße 1a-e

### Wichtiger Hinweis:

Die Parkplätze vor den Gebäuden Zeunerstraße 1a-e sind Hochschulangehörigen mit dem entsprechenden Berechtigungsschein vorbehalten.

Fahrzeuge ohne diesen Berechtigungsschein werden abgeschleppt!

## 9. Lehrveranstaltungstypen

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

## 10. Wichtige Hinweise zur Auswahl der Lehrveranstaltungen

### (1) Hinweise für alle Studierenden, besonders Studierende im B.A.-Studiengang

Bitte überprüfen Sie anhand der Studienordnung die genaue Übereinstimmung der jeweils von Ihnen gewählten Lehrveranstaltung mit den Anforderungen in Ihrem Studienjahr, vor allem in Bezug auf den Lehrveranstaltungstyp und die zu erwerbenden Kreditpunkte.

### (2) Hinweis für die Kandidat(inn)en der schriftlichen Prüfungen (Klausuren) in den Staatsexamina der Lehrämter und in der Magisterprüfung

In den Fachbereichen unseres Institutes werden Lehrveranstaltungen (V und HS) ausgewiesen, auf deren Lehrstoff sich die Fragen für die Abschlussklausur beim nächsten Prüfungstermin beziehen. Der Besuch dieser Lehrveranstaltungen könnte demnach die Wahl des Gebietes der schriftlichen Prüfung, die Wahl der Prüferin oder des Prüfers und die Vorbereitung auf die zu absolvierende Klausur erleichtern.

## 11. Verzeichnis der Lehrveranstaltungen

### Vorlesungen (Grund- und Hauptstudium)

#### Englische Sprachwissenschaft/Mediävistik

*Professor Dr. Ursula Schaefer*

**2110**                      **Language and Ideology**                      **Wed (2)**      **HSZ 304**  
**2410**  
**3110**  
**3410**

V + KI                      To earn 3 KP the students have to pass the final exam (to take place in the last meeting, January 30, 2008).  
V                              To earn 1 KP regular attendance is required.

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

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

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

**This lecture prepares students for the "Schriftliches Staatsexamen: Klausur Englische Sprachwissenschaft (synchrone SW)" in spring 2008.**

## Englische Literaturwissenschaft

*Prof. Dr. Stefan Horlacher*

2210 Ringvorlesung Wed (3) HSZ 401  
 2410 Männlichkeit, Weiblichkeit und die  
 3210 Frage nach dem *in-between*  
 3410 Gender Studies/  
 Geschlechterforschung von der  
 Antike bis ins 21. Jahrhundert

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

Während sich im wissenschaftlichen Diskurs die Geschlechtergrenzen zunehmend verflüssigen und die Rolle des Körpers immer umstrittener wird, verkünden die Medien nicht erst seit Eva Herman, dass "Männer vom Mars" und "Frauen von der Venus" stammen. Populärwissenschaftliche Publikationen verkaufen sich umso besser, je mehr sie auf schlichten, oft 'wesenhaft'-essentialistischen Definitionen des 'Kleinen Unterschiedes' beharren. Zudem ändern sich, besonders seit Zeitschriften wie *Men's Health* oder David Beckhams *metrosexuality* en vogue sind, die Anforderungen an das vermeintlich starke Geschlecht. Der massenmedial erfolgreiche Versuch, alte, kulturell tradierte Geschlechtergrenzen zu restaurieren, könnte so als Reaktion verstanden werden auf die in unserer Gesellschaft virulent kursierende Frage: "Wann ist die Frau eine Frau?" – und "Wann ist der Mann ein Mann?"

Die Ringvorlesung wird sich dieser Thematik widmen und vor historischem Hintergrund untersuchen, ob die Infragestellung der Geschlechtergrenzen wirklich neu ist oder ob ein interdisziplinär-historischer Ansatz nicht vielmehr deren Wandel- und Veränderbarkeit aufzeigen kann. Im Laufe der Vorlesung rücken u. a. folgende Fragen in den Mittelpunkt: Welche Konzeptionen von Männlichkeit und Weiblichkeit finden sich bspw. in der Antike oder der Renaissance, wie verhalten sich literarische Frauen- und Männerbilder aus verschiedenen Epochen zum realen Leben der Menschen, wie verändern sich die Geschlechterrollen diachron in Abhängigkeit von Gesellschaftsformen und Kulturkreisen und was sind die Grundlagen der feministischen Theorien des 19. bis 21. Jahrhunderts? Ergänzend hierzu wird nationalphilologieübergreifend auf die Rolle der Geschlechterforschung in verschiedenen Fachwissenschaften, bspw. in der Linguistik oder der Geschichtswissenschaft, eingegangen.

**Vortragende: Prof. Dr. Mutschler; Prof. Dr. Kühn; Dr. Tiller; Prof. Dr. Schoetz; Dr. Meinig; Prof. Dr. Böhnisch; Prof. Dr. Marx; PD Dr. Stüssel; Prof. Dr. Jakob; Dr. Lange; Prof. Dr. Horlacher.**

Die Vorlesung beginnt in der zweiten Semesterwoche!

## Kulturstudien Großbritanniens

*Prof. Dr. Thomas Kühn*

**2310            16th Century English Cultural History   Fr (2)            HSZ 304**

**2410**

**3210**

**3410**

V + Klausur            3 KP (requirements see below)

V (Teilnahme)            1 KP (requirements see below)

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

It is a fascinating age of discoveries – geographical, intellectual, religious, artistic and many others – that hold students of the period in its spell never to let them go again.

In this lecture some major developments will be put under scrutiny in an exemplary fashion.

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 Drama: History, Tendencies, Developments</b>	<b>Fr (2)</b>	<b>HSZ 401</b>
<b>2410</b>			
<b>3310</b>			
<b>3410</b>			
V+KI	3 KP (written exam 'Klausur')		
V	1 KP (written exam 'Klausur' with reduced requirements )		

This lecture course presents, above all, an outline of the history of American Drama. It sets out from the last third of the 18<sup>th</sup> century and moves up to the present day. The 19<sup>th</sup> century shows an open, dynamic, and yet undefined cultural scene. In consequence, the development of drama and theatre (the place where dramas are 'realized') in the 19<sup>th</sup> century is as rich as it is diffuse. At the end of WWI, drama and theatre become fully established in the US. The work of the Nobel Prize winner Eugene O'Neill proves this on an international scale. Ever since, American dramatists have been a permanent source of high-quality aesthetic expression, in constant interaction with the international scene, frequently taking the lead. The course will close with a discussion of postmodern drama and theatre and some of its many 'alternative' variants.

**For students who are interested in a certificate (1 or 3 credit points), a written exam (Klausur) will be held at the end of the semester. More details in the first session.**

### **Recommended reading:**

Hoffmann, Gerhard, ed. *Das Amerikanische Drama*. Bern, München: Francke-Verlag, 1984.

Grabes, Herbert: *Das amerikanische Drama des 20. Jahrhunderts*. Stuttgart: Klett, 2001.

## Kulturstudien Nordamerikas

*Prof. Dr. Brigitte Georgi-Findlay*

<b>2310</b>	<b>American Cultural History 3</b>	<b>Tue (5)</b>	<b>HSZ 403</b>
<b>2410</b>	<b>(1890s to ca. 1950)</b>		
<b>3310</b>			
<b>3410</b>			

VKI 3 KP (regular attendance and participation + final written exam)

V 1 KP (regular attendance and participation)

This lecture course provides a survey of the main political, social, and cultural developments in a period of American history that may be described by way of the following events and terms: America as empire (Spanish-American War); the Progressive Era; the Roaring Twenties; the Jazz Age; the Harlem Renaissance; the Red Decade; the Great Depression and the New Deal; World Wars I and II.

### **Recommended reading:**

Harold Evans, *The American Century*

David M. Kennedy, *Freedom from Fear*



**Katja Zienert, M.A.**

**1120**

**English Words**

**Mo (4)**

**ZS 1e, 501**

Ü

2 KP (regular attendance, 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 Germans 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:** Interest in linguistics

~~*Claudia Aurich, M.A.*~~

~~1120~~

~~Medieval England~~

~~Wed (5)~~

~~GER 50~~

~~Ü~~

~~2 KP (active participation, ungraded assignments, take-home exam)~~

**entfällt!**

**Göran Wolf, M.A.**

**2120 Introduction to Sociolinguistics Mon (3) GER 52**  
**2420**

PS 6 KP (5 written assignments, essay)  
 SiG 3 KP (3 written assignments, comprehensive bulletin board)

Sociolinguistics studies the relationship between language and society. It can do so in at least two ways: sociolinguistics can be concerned with social dimensions of language or with linguistic dimensions of society. This course is meant to be a survey of important issues of sociolinguistics, such as *varieties and variation, gender, language contact, multilingualism, language and identity*. The challenge of this course is that we will read actual linguistic articles and discuss them in class instead of having numerous presentations. We will tackle one text per session in order to highlight and understand its arguments, assumptions, ideas and terminology.

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

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

**Göran Wolf, M.A.**

**2120**            **Introduction to Middle English**            **Fr (2)**            **ZS 1, 304a**  
**2420**

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)

Middle English (ME) is a lot more than “English between Old English and Early Modern English”. In fact, we will deal with a period of profound changes and great diversity within the English language on all linguistic levels. Our survey of linguistic features will be linked to extralinguistic matter, such as historical events and cultural phenomena. We will work with excerpts from literature to encounter different genres and use them as sources for linguistic data. Eventually, the course is supposed to enable you to gain access to any ME text by using a dictionary and an ME grammar. By the end of the class participants will have gained an overview of the main issues of ME 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.

**Dr. Claudia Lange**

**2120  
2420**

**New Englishes**

**Tue (4)**

**HSZ 405**

PS	6 KP (regular attendance, presentation and contributions to the Moodle-course page, final take-home test)
SiG	3 KP (regular attendance, presentation and contributions to the Moodle-course page) 1 KP (regular attendance)

The terms *New Englishes* or *World Englishes* allude to the rather obvious fact that English is a global language – but why *Englishes* rather than English? This course will answer that question by looking at those varieties of English around the world which are commonly considered *New Englishes*, for example English in India, Singapore, Ghana, South Africa, and elsewhere. They all have in common that they are ‘rerooted’ or ‘localized’ Englishes, forms of English which have developed around the world in postcolonial situations and which have acquired features that are unique to the contact situation. Further, speakers of New Englishes have claimed the English language as their own, so that linguistic independence follows political independence. These processes have created interesting similarities as well as differences between the New Englishes, which we will explore in greater detail.

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

## Englische Literaturwissenschaft

**Prof. Dr. Stefan Horlacher**

**B.A.: 1210 Introduction to Literary Studies**  
**B.Ed.: tba**

**Wed (7) HSZ 02**

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

This lecture provides a comprehensive introduction to the methods of literary analysis, literary history, and literary criticism. It will introduce students to the basic elements of understanding narrative fiction, poetry, drama, and other literary genres. Special attention will be paid to questions such as: What is literature? What are the main literary genres? How do literary conventions work? How do we interpret literary texts? How do different methods of textual analysis work and why do we need them? What are story, plot, point of view, setting and theme? What do terms such as focalisation, mimesis and diegesis mean and how do these categories interact to create meaning? We shall also discuss different methods of interpretation, such as hermeneutics, close reading, semiotics, reader response theory, psychoanalytical criticism, deconstruction, and ask in how far are they relevant for understanding literary texts.

### **Accompanying Tutorials:**

Introduction to Literary Studies is accompanied by a mandatory Tutorial (1 h per week). Please choose one of the following tutorials:

Tue (6), Tue (7), Thu (6), Thu (7) ZS 1, 304b

### **Please buy:**

Vera and Ansgar Nünning (eds.). *An introduction to the study of English and American literature*. Barcelona; Stuttgart: Klett Sprachen, 2004.

Ansgar Nünning (ed.). *Metzler Lexikon Literatur- und Kulturtheorie*. Stuttgart: Metzler, 2004.

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

Students are required to sign up for this class in Frau Schmidt's office by 15 September.

**Peter Stear M.A.**

**1220            19th Century and 20th Century Short    Thu (3)            GER 54**  
**Prose Fiction**

Ü                    2 KP (1-page *Protokoll* & presentation)  
 SiG                3 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 purchase 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).

Students are required to sign up for this class in Frau Schmidt's office by 15 September.

**Peter Stear M.A.**

**2220 Irish Poetry from Yeats to Muldoon Wed (6) ZS 1, 304a**  
**2420**

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*)

Building on the "Introduction to Literary Studies," this seminar is designed to deepen students' knowledge of poetry as a genre by considering key Irish poets from the beginning of the 20<sup>th</sup> century to the present, i.e. within a relatively defined period and with a focus on one national literature. Irish poetry is generally considered to be among the most innovative and exiting in the English language over the last century, and W. B. Yeats, Seamus Heaney and Paul Muldoon are perhaps its most representative practitioners, spanning the period from a (late-)Romantic/Modernist aesthetic through to Postmodernist experimentation. Alongside the cultural and theoretical concerns and techniques that inform their writing in particular, we will consider poetic language more generally, including such notions as literariness and poetic function, brevity and complexity, ambiguity and estrangement, as well as the meaning of form.

**Students are expected to purchase:**

*Yeats's Poetry, Drama, and Prose*, ed. James Pethica, New York (Norton Critical Edition) 2000 (ISBN 0393974979)

Seamus Heaney, *Opened Ground, Poems 1966-1996*, London (Faber&Faber) 2002 (ISBN 9780571194933)

Paul Muldoon, *Poems 1968-1998*, London (Faber&Faber) 2001 (ISBN 9780571209507)

Students are required to sign up for this class in Frau Schmidt's office by 15 September.



## Kulturstudien Großbritanniens

*Prof. Dr. Thomas Kühn*

**B.A.: 1310 Introduction to British Cultural  
B.Ed.: tba Studies**

**Thu (2) WIL B 321**

EK+T 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 WS 2007/2008 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.

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

### **Coursebook:**

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

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

**Laura Park, M.A.**

**1320**

**British Rituals**

**Wed (4)**

**WIL C 206**

Ü

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

In this course we will examine the history and current practice of a variety of rituals and ritualised activities in Britain, ranging from the mysterious doings of the Gentleman of the Black Rod to the divisive marching season in Northern Ireland, from a debate in the Commons to picking drunken fights on the High Street on a Friday night or celebrating the summer solstice at Stonehenge in true druid fashion.

Why does British culture sanction some rituals and not others? How have rituals shaped the nation and its identity? How many truly British rituals are left and how have they been affected by globalisation? How do they compare to political, social and religious rituals in Germany? These are some of the questions we will try to answer as we seek to interpret the significance of the British ritual.

Material will be provided in class.

Please register on the list on the British Cultural Studies pin board (in front of Frau Triska's office).

**Mita Mitra, Dr.**

**1320**

**Race, Ethnicity and Culture**

**Mo (4)**

**ZS 1 e/501**

Ü

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

An understanding of people's ethnic roots is often a means of grasping ongoing and current issues in social life. From the rich mix of ethnic groups in Great Britain, we will select a few groups for our introductory study on Race, Ethnicity, and Culture. For instance, we will select the following groups, Irish Catholics, Asians and Muslims, Blacks, and recent European immigrants, and analyze the role of their ethnic backgrounds in British society. Our aim will be to define culture, to recognise the distinctions between race and ethnicity, and to understand the interaction between ethnicity and issues manifesting in contemporary society. This course will not be lecture oriented but discussion oriented. To fully participate in class discussions, students will be encouraged to read scholarly texts on race, ethnicity, and culture. These readings will be supplemented by newspaper articles. If possible, we will also view documentaries broadcast in Channel 4. All students attending this course will be expected to present one short oral report.

Please register on the list on the British Cultural Studies pin board (in front of Frau Triska's office).



**Christian Schlemper, M.A.**

<b>2320</b>	<b>From 'Splendid Isolation' to a</b>	<b>Mon (6)</b>	<b>ZS 1, 418</b>
<b>2420</b>	<b>'Reluctant European' – Britain and the Continent in the twentieth century</b>		
PS	6 KP (regular & active participation, oral presentation, extended essay)		
SiG	3 KP (regular & active participation, oral presentation) 1 KP (regular & active participation)		

In the course of the twentieth century, relations between the United Kingdom and the European continent experienced numerous changes. As a pronounced Island Nation, Britain tried to stay apart for most of the century. Finally, the United Kingdom joined the EEC in 1973 but has remained a 'reluctant European' ever since. With the newly elected, euro-sceptic Prime Minister Gordon Brown, relations between the United Kingdom and Europe are likely to remain outstanding.

The seminar takes a close look at the history of British-European relationships in the twentieth century. We will analyse speeches and articles and study selected biographies. Besides the historiography we will look at the changing British attitudes towards the continent. Has Britain returned to a new greatness, as Edward Heath promised in 1972 or was Margaret Thatcher right when she demanded "her money back" in the 1980s?

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

Please register on the list on the British Cultural Studies pin board (in front of Frau Triska's office).

## Amerikanische Literaturwissenschaft

**Prof. Dr. Stefan Horlacher**

**B.A.: 1210 Introduction to Literary Studies**

**Wed (7) HSZ 02**

**B.Ed.: tba**

EK + T

4 KP (requirements to be announced in class)

This lecture provides a comprehensive introduction to the methods of literary analysis, literary history, and literary criticism. It will introduce students to the basic elements of understanding narrative fiction, poetry, drama, and other literary genres. Special attention will be paid to questions such as: What is literature? What are the main literary genres? How do literary conventions work? How do we interpret literary texts? How do different methods of textual analysis work and why do we need them? What are story, plot, point of view, setting and theme? What do terms such as focalisation, mimesis and diegesis mean and how do these categories interact to create meaning? We shall also discuss different methods of interpretation, such as hermeneutics, close reading, semiotics, reader response theory, psychoanalytical criticism, deconstruction, and ask in how far are they relevant for understanding literary texts.

### **Accompanying Tutorials:**

Introduction to Literary Studies is accompanied by a mandatory Tutorial (1 h per week). Please choose one of the following tutorials:

Tue (6), Tue (7), Thu (6), Thu (7) ZS 1, 304b

### **Please buy:**

Vera and Ansgar Nünning (eds.). *An introduction to the study of English and American literature*. Barcelona; Stuttgart: Klett Sprachen, 2004.

Ansgar Nünning (ed.). *Metzler Lexikon Literatur- und Kulturtheorie*. Stuttgart: Metzler<sup>3</sup> 2004.

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

Students are required to sign up for this class in Frau Schmidt's office by 15 September.



**PD Dr. Angelika Köhler**

**1220**

**In Search of Artistic Integrity:**

**Wed (3)**

**ZS 1, 418**

**Bradstreet, Dickinson, Plath and Dove**

PS

~~6 KP (regular and active participation, oral presentation, essay)~~

SiG

~~3 KP (regular and active participation, oral presentation)~~

Ü

1 KP (regular and active presentation, brief oral presentation)

This course focuses on the development of a complex understanding of the poetic work of four American woman writers: Anne Bradstreet (1612-72), Emily Dickinson (1830-86), Sylvia Plath (1932-63) and Rita Dove (\*1952). These poets created highly individual artistic techniques to comment on private and moral, social and political, and literary concerns, still, they succeeded in establishing themselves as voices of cultural authority. Rereading selected poems written by Bradstreet, Dickinson, Plath and Dove, we want to find out their achievements for the formation of a genuine female tradition of American poetry.

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

***PD Dr. Angelika Köhler***

**2220            Challenging Short Story Traditions:            Thu (5)    ZS 1, 418**  
**2420            New Voices at the Turn of the Century**

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

In the course of the 19<sup>th</sup> century, the short story established itself as a characteristic genre of American literature. During the closing decades of the century, however, new voices began to challenge the tradition of Irving, Poe, Hawthorne and Mark Twain. As critics have repeatedly noted, the short story flourishes in "marginal" cultures and areas and frequently deals with submerged population groups. The turn of the century has witnessed the emergence of literary figures who find themselves situated in "outsider" conditions - whether with regard to their places of residence, to their understanding of gender roles, or to their concepts of creativity.

In this course we want to read selected texts which rewrite the American short story tradition against the background of the cultural changes that marked the final decades of the nineteenth century. Exploring the intersections of social, political and psychological inevitabilities, writers like Kate Chopin, Joel Chandler Harris, Hamlin Garland, Sarah Orne Jewett, Mary Wilkins Freeman, O'Henry and Henry James began highly diverse individual experiments with forms and subjects of American short story writing, thus opening up new prospects for this literary genre.

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

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

**2220            Analyzing American Poetry of the            Thu (3)            HSZ E 01**  
**2420            20th Century**

PS                    6 KP (oral presentation + Hausarbeit 12 -15 pp.)  
 SiG                   3 KP (oral presentation)

This course for second-year students introduces to the tools and means of describing and analyzing poetry. We will deal with poems by understanding them as hyper- or hypostructured texts in the sense of Jakobson's concepts of paradigmatic and syntagmatic structures. The texts chosen here are mainly longer poems of the first half of the 20th century written by outstanding American poets. In this sense, the notion of poetry as being comparable or even similar to pictures is extended by including an element of narrative thus making our work more complex and hopefully rewarding.

After a few introductory sessions and a model analysis, the participants are asked to try themselves and make an oral presentation

A Reader with the texts will be available by the beginning of October at Frau Schaal's office, Zeunerstraße 1c, Room 319.



**Andrea Schubert, M.A.**

**2220 Jazz and Blues in African American Tue (3) HSZ 105**  
**2420 Literature**

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 discourse.

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 at the beginning of the semester.

## Kulturstudien Nordamerikas

*Jana Häntzschel, M.A.*  
*Jana Meißner, M.A.*

Mon (4)  
 Thu (4)

HSZ 201  
 WIL C 107

B.A.: 1310 Introduction to North American  
 B.Ed.: tba Studies

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  
 Cultural Studies

Tue (3)

HSZ 204

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.

**Eric Erbacher, M.A.**

**2320 American Culture 1 Mon (3) HSZ 103**  
**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 seminar 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**

**An Introduction to Foreign Language Mon 3 (EK) HSZ 304**  
**Teaching Wed 4 (PS) HSZ 201**

4 KP (requirements will be announced in class)  
 1 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. Ditfurth, M. (2004). *Introduction to English Language Teaching*. Stuttgart: Klett.

## ***Seminare und Übungen im Hauptstudium***

### **Englische Sprachwissenschaft/Mediävistik**

***Professor Dr. Ursula Schaefer***

**3120                      The Old English Exeter Book                      Tue (6)                      HSZ 204**  
**3420**

- HS                      In order to earn 7 KP the students have to
- give an in-class oral presentation and
  - hand in a research paper/essay (ca. 20 pages) after the end of classes (dead-line: March 14, 2008).
- SiH/S                      In order to earn 3 KP the students have to
- pass a take-home test after the end of classes (dead-line: Feb. 20, 2007).

Some time before his death in 1072 Bishop Leofric of Exeter had a codex registered in the library of Exeter Cathedral which indicates that this must have been the collection of vernacular Old English poems in the codex now known by the name of 'The Exeter Book'. For students of Old English poetry and culture this collection has probably been the most intriguing of the vernacular codices as its thematic scope ranges from pious saints' legends to 'salacious' riddles (J. Wilcox), and from a 'down-to earth' instruction of a father for his son to a seemingly touching lament of a woman who has been abandoned by her lover / husband.

To come to grasp with this wide range we will devote single meetings both to individual poems (such as *The Harrowing of Hell*, *Widsith* and *Maxims I*) as well as to generic sets of poems (such as 'Saints' Lives', the 'Catalogue Poems', the 'Elegies' and the 'Riddles'). To appreciate the texts themselves more fully, each class will open with the presentation of a text or the extract of a text in the original by a group of two to three students who have thoroughly prepared this text.

The overall aim of discussing the poems and relevant research literature should be both to assess the individual poems and the question as to which structural principle the single scribe of this codex might have had in mind when he assembled those poems. Moreover we will critically discuss generic questions (such as the classification of the 'Elegies') raised by modern scholarship.

By the end of the seminar the students should have paradigmatically become acquainted with the critical assessment of early medieval vernacular poems and be in the position to extend this competence to other such poems. On a larger scale students should also have become (more) receptive to experiencing a 'distant' culture and adequately tackling such a culture with due expertise.

The presentation serves to increase the competence to process and present an Old English text and to discuss it with their peers. The research paper serves to increase the competence of accessing the relevant literature and process it in such a way that it serves to discuss a given problem or a set of such problems in an adequate, principled way. The research essay differs from the research paper in that the students are encouraged to discuss a given topic from a more personal stance within the appropriate academic framework. The take-home test serves to increase the competence of handling a given question or a set of such questions with the help of the available literature and to present the solutions in an adequate, principled way.

### **Prerequisites**

Previous acquaintance with Old English as conveyed in an "Introduction to Old English" is strongly recommended.

**This course prepares students for the “Schriftliches Staatsexamen: Klausur Englische Sprachwissenschaft (diachrone SW)“ in spring 2008.**

### **Professor Dr. Ursula Schaefer**

**3120                      Historical and Recent Trends in                      Thu (2)                      GER 39**  
**3420                      Linguistics**

- HS                      In order to earn 7 KP the students have to
- join a group of up to five students which prepares the texts to be discussed in class
  - hand in a research paper / essay (ca. 20 pages) after the end of classes (dead-line: March 14, 2008).
- SiH / S                      In order to earn 3 KP the students have to
- pass a take-home text after the end of classes (dead-line: Feb. 20, 2007).

As any other academic discipline linguistics has undergone considerable changes since it had first been established in the middle of the 19c. Landmarks such as the 'Neogrammarians' Manifesto' (1878), the first edition of Saussure's *Cours de linguistique générale* in 1916, or the publication of Chomsky's *Syntactic Structures* (1957) have been regarded as 'turning points' in the discipline. On closer scrutiny we must, however, realize that those 'turning points' have rarely emerged out of the blue but rather more or less explicitly speak out what has been 'in the scholarly air' for quite some time. In the history of the discipline we may, however, see that, for one thing, the setting of 'new trends' often goes along the lines that assign linguistics either to the 'arts' (in the sense of Germ. *Geisteswissenschaften*) or to the '(natural) sciences' (in the sense of Germ. *Naturwissenschaften*). Moreover, we see that – particularly in more recent times – linguistics treads new paths by taking recourse to quantitative methods which have been developed by the social sciences

(*Sozialwissenschaften*). Such trends have become all the more viable as empirical (spoken or written) data have become / have been made electronically accessible.

From these preliminary considerations the following topics suggest themselves for this seminar: (1) "Philology and Linguistics", (2) "The Neogrammarians", (3) "The Rise and Further Development of Structuralism / 'A *Priori*-Grammar", (4) "The Changing Tenets of Generative Grammar", (5) "Claiming the Necessity for a Functional Grammar", (6) "The Oral / Written Dichotomy" (two sessions), (7) "The Emergence and Methodological Consequences of Corpus Linguistics" (two sessions), (8) "Grammaticalisation" (two sessions), (9) "Contact Linguistics" and, finally, (10) "Cognitive Linguistics".

By the end of the class the students will have gained an overview of the main issues of the general topic of the seminar and be able critically to assess the relevant literature. They will also have gained the competence further to pursue studies in the fields discussed in class at an advanced level. The presentation serves to increase the competence to work in a group and process the insights gained in this group work for in-class discussion. The research paper serves to increase the competence of evaluating the relevant literature and process it in such a way that it serves to discuss a given problem or a set of such problems in an adequate, principled way. The research essay differs from the research paper in that the students are encouraged to discuss a given topic from a more personal stance within the appropriate academic framework. The take-home test serves to increase the competence of handling a given question or a set of such questions with the help of the available literature and to present the solutions in an adequate, principled way.

***Professor Dr. Ursula Schaefer***

**OS                      Kolloquium für Examenskandidaten    Wed (7)    ZS 1, 325**  
**no credits**

Dieses Kolloquium soll Studierenden, die sich in oder kurz vor der Examensphase befinden, die Möglichkeit geben, den Plan für ihre Magister- / B.A.- / Staatsarbeit vorzustellen und unter meiner Diskussionsleitung zu besprechen. Studierende höherer Semester (bzw. B.A.-Studierende im ersten Semester des dritten Jahres), die planen, bei mir ihre Abschlussarbeit zu schreiben, sind ausdrücklich zur Teilnahme eingeladen.

Um dieses Kolloquium sinnvoll gestalten zu können, bitte ich die Kandidatinnen und Kandidaten, die in den nächsten beiden Semestern eine schriftliche Abschlussarbeit mit mir als Betreuerin der Arbeit abzugeben gedenken, sich **bis zum 15. Sept. 2007** per E-Mail bei mir zu melden. Gemäß dieser Meldungen werde ich einen Ablaufplan erstellen, der in der ersten Sitzung des Oberseminars am 10.10.2007 bekannt gegeben wird.

## Englische Literaturwissenschaft

**Prof. Dr. Stefan Horlacher**

**3220            From *White Teeth* to *On Beauty*:            Thu (3)            GER 39**  
**3420            The Novels of Zadie Smith**

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)

This seminar focuses on Zadie Smith's three bestselling novels *White Teeth*, *The Autograph Man* and *On Beauty*. Smith's novels are not only fun to read, internationally recognized and have, in the case of *White Teeth*, been turned into a TV series (*White Teeth* by Channel 4), they also deal with a plethora of topics illuminating central cultural developments of the late 20<sup>th</sup> and the early 21<sup>st</sup> century. Therefore we shall focus on the one hand on the notions of magical and hysterical realism as well as on intertextuality (ranging from the novel of development via the campus novel to the Condition-of-England novel), and on the other hand on concepts such as hybridity, multiculturalism and memory/history/identity.

### **Please buy:**

Zadie Smith: *White Teeth*. Open Market Ed. Penguin: London 2001.  
 ----- : *The Autograph Man*. Random House: New York 2003.  
 ----- : *On Beauty*. Open Market Ed. Penguin: London 2006.

A comprehensive bibliography will be available in the first session in October.

Students are required to sign up for this class in Frau Schmidt's office by 15 September (limited participation).

### **Prerequisites**

Students are expected to read *White Teeth* before the beginning of the seminar.

**This course prepares students for the "Schriftliches Staatsexamen: Klausur Englische Literaturwissenschaft" in spring 2008.**



**Dr. Sigrun Meinig**

**3220  
3420**

**Why Literature Matters**

**Tue (4)**

**WIL A 221**

HS

7 KP (active participation, group work, Hausarbeit)

SiH/S

3 KP (active participation, group work, synopsis)

1 KP (active participation)

Why does literature matter? How does literature work? What is literature? Over the centuries, philosophers, writers and Readers have given diverse answers to these questions, finding it a deceitful medium like Plato or presenting literature's ambivalence as a model for understanding the world like Jacques Derrida.

In this seminar, we will engage with the concepts and theories of literature developed in the context of British literature from Romanticism to the present. We will distinguish four central periods (Romanticism, the Victorian Age, Modernism, Postmodernism and after) and identify the central perspectives on literature for each period. To this end, we read seminal theoretical texts by both writers and philosophers for each period. We also look at exemplary, shorter literary texts to contextualise our findings. The seminar thus offers an overview of the cultural roles and functions of literature and discusses the evolution of views on the relevance of the writing and reading of literature.

### **Readings**

A Reader for participants to copy will be available in the library from mid-September.

Students are required to sign up for this class in Frau Schmidt's office by 15 September (limited participation).

### **Prerequisites**

Students wishing to participate in the seminar are required to copy the Reader in advance and to read the texts marked as preparatory reading before our first meeting.

**Prof. Dr. Stefan Horlacher**

**Oberseminar**

**Tue (6) ZS 1, 307**

requirements to be announced in class

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 the 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**.

## Kulturstudien Großbritanniens

*Prof. Dr. Thomas Kühn*

**3220**     **Images of Elizabethan**                     **Wed (3)**                     **BEY 154**  
**3420**     **Culture**

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

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

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

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

On the first level historic sources and secondary literature in a Reader will be the material to work with. The “contemporary” level will be approached with two – possibly three – recent cinema films that are set in the Elizabethan Age.

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 British Cultural Studies pin board (in front of Frau Triska’s office). E-mail registration will not be taken into account.

**This course prepares students for the “Schriftliches Staatsexamen: Klausur Kulturstudien Großbritanniens” in spring 2008.**







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

**3320 Alfred Hitchcock**  
**3420**

**Thu (5) ASB 28**

HS 7 KP (oral presentation + Hausarbeit 12 – 15 pp.)  
SiH 3 KP (oral presentation by groups of 2-3 students)  
1 KP (writing the minutes of one session)

Alfred Joseph Hitchcock was one of the most creative and productive directors of the 20<sup>th</sup> century. His work (which, by the way, received significant inspiration by the German Expressionist filmmakers) opened up many fruitful possibilities for the craft of filmmaking.

In our seminar we will follow the development of this outstanding director and 'auteur'. We will deal with his silent movie phase (briefly), his contribution to genres such as the film noir, the romance, crime and mystery, the thriller (murder/espionage), the psychological portraiture of deviants. We will study his plotting, his techniques, his working with symbols, his use of colour, his way of creating suspense, his themes, his (limited) social critique.

After a few introductory sessions and a model analysis, the students are asked to form groups of 2-3 who should tackle the analysis of a film for a presentation in class.

We plan to deal with the following films:

*The Lodger* (1926), *Blackmail* (1929), *The 39 Steps* (1935), *Rebecca* (1940), *Mr. & Mrs. Smith* (1941), *Suspicion* (1941), *Saboteur* (1942), *Notorious* (1946), *Strangers on a Train* (1951), *Rear Window* (1951), *To Catch a Thief* (1954), *Vertigo* (1958), *North by Northwest* (1959), *Psycho* (1960), *The Birds* (1963), *Marnie* (1964), *Topas* (1969), *Frenzy* (1972), *Family Plot* (1976).

**Recommended introductory reading:**

Spoto, Donald, *The Art of Alfred Hitchcock*. New York: Doubleday, 1992.

Hahn, Ronald M., Rolf Giesen, Alfred Hitchcock. *Der Meister der Angst*. München: Knauer, 1999.

**This course prepares students for the "Schriftliches Staatsexamen: Klausur Amerikanische Literaturwissenschaft" in spring 2008.**

## Kulturstudien Nordamerikas

*Prof. Dr. Brigitte Georgi-Findlay*

**3320 American Culture 2: Thu (3) GÖR 226**  
**3420 Multicultural America**

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)

This course will look not only at the histories of ethnic groups and minorities in America, but also at the history of their interactions, mixtures, and relations to the "mainstream." Additional issues will be the theories and debates surrounding ethnic and racial diversity in America.

A *Reader* will be available at the beginning of the semester.

**This course prepares students for the "Schriftliches Staatsexamen: Klausur Amerikanische Kulturstudien" in spring 2008.**

*Prof. Dr. Brigitte Georgi-Findlay*

**North American Studies Mon (6) ZS 1, 325**  
**Colloquium**

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

Note: Participation is voluntary; i.e., students will not receive any credit points.

## Fachdidaktik

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

**Electronic Literacy and Language Teaching      Mon (5)      HSZ E 05**

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

Taking advantage of digital media in the foreign language classroom promises to make the learning environment more flexible, more attractive and more effective. The seminar investigates not only the new perspectives but also the limitations resulting from the use of digital media in foreign language classes. Starting out from theoretical considerations, practical approaches to incorporate digital media into foreign language teaching are explored. Participants are asked to apply the results both to the planning and to the evaluation of teaching sequences.

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

**Learning English in Cross-Curricular Projects      Wed (3)      GER 54**

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

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

**Sabine Reiter, wissenschaftliche Mitarbeiterin**

**Schulpraktische Studien/  
LA Gymnasium und LA Mittelschule**

**Wed (4) ZS 1, 304b  
+ school  
days**

SiH + P 4 KP (requirements to be announced in class)  
(2 groups)

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. School days will be announced in September.

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.

Please inform yourself about the registration procedure on the department's homepage.

Candidates need to have passed the Intermediate Exam.

**Sabine Reiter, wissenschaftliche Mitarbeiterin**

**Schulpraktische Studien/  
LA Grundschule**

**Thu (2) tba  
+ school  
days**

SiH + P 4 KP (requirements to be announced in class)  
(1 group)

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.

School days will be announced in September.

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.

Please inform yourself about the registration procedure on the department's homepage.

Candidates need to have passed the Intermediate Exam.

**Sabine Reiter, wissenschaftliche Mitarbeiterin**

**Englisch in der Grundschule 2**

**Wed (3) ZS 1c, 304b**

SiH 3 KP (requirements to be announced in class)

This seminar is for students of English as their major or minor subjects.

In this course students will get an overview of existing primary English teaching materials and will work out criteria for their evaluation according to the requirements of early language teaching and the relevant curriculum.

Furthermore, they will be introduced to methods of materials design and put them into practice.

Students need the Schein *Englisch in der Grundschule 1* and must have passed the Intermediate Exam.



## **Sprachlernseminare**

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

**Laura Park, M.A.**

**David Hintz, M.A.**

<b>B.A.: 1410</b>	<b>Pronunciation and Intonation</b>	<b>Tue (2)</b>	<b>SE 2, 123 (KH)</b>
<b>B.Ed.: tba</b>	<b>(KH &amp; LP = British English;</b>	<b>Tue (5)</b>	<b>SE 2, 123 (LP)</b>
	<b>DH = American English)</b>	<b>Tue (6)</b>	<b>SE 2, 123 (LP)</b>
		<b>Wed (4)</b>	<b>GER 50 (DH)</b>
		<b>Thu (3)</b>	<b>GER 50 (DH)</b>
		<b>Fr (2)</b>	<b>ZS 1, 418 (DH)</b>

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 Englang Pronunciation Course") which can be bought in class for €15 (N.B. shop price = €25) and photocopies for €1. Please bring therefore €16 to the first class.

**Prerequisites:** The Entry Test must have been passed.

**Karen Kreutel, M.A., M.A. TESL**

**David Hintz, M.A.**

**Eva Stahlheber, M.A.**

**B. A.: 1420 Grammar**

**B. Ed.: tba**

**Mon (4) HSZ 105 (KK)**

**Mon (5) HSZ E 01 (KK)**

**Tue (2) ZS 1, 418 (DH)**

**Tue (3) ASB 114 (ES)**

**Thu (3) SE 2, 103 (ES)**

**Fr (3) ZS 1, 418 (DH)**

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.

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

**B.A.: 1430 Vocabulary**  
**B.Ed.: tba**

**Tue (5) ZS 1, 325 (ES)**  
**Wed (2) ZS 1, 418 (KH)**  
**Wed (3) ZEU 114 (ES)**

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.

**Elisabeth Orrison, B.A.**  
**Karen Kreutel, M.A., M.A. TESL**  
**Laura Park, M.A.**

<b>2510</b>	<b>Listening and Speaking</b>	<del>Mon (4)</del>	<del>ZS 1, 418 (EO)</del>
		<b>Tue (5)</b>	<b>ZS1/304b (KK)</b>
		<b>Wed (4)</b>	<b>HSZ 204 (KK)</b>
		<b>Wed (6)</b>	<b>HSZ E 05 (KK)</b>
		<b>Thu (1)</b>	<b>SE 2, 123 (LP)</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 (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.**  
**Elisabeth Orrison, B.A.**

**2520**            **Reading**

**Mon (4)    ZS 1, 418 (EO)**  
**Mon (5)    SE 2, 022 (ES)**  
**Tue (4)    ZS 1, 418 (EO)**  
**Tue (5)    ZS 1, 418 (EO)**  
**Thu (5)    ZS 1, 501 (ES)**

Sprachlernsemina 2 KP  
 r

Requirements: Final Exam

We recommend that students take this second-year course in the winter semester if possible. For students matriculated before October 2005 this course can count as the equivalent of the old "GLC 2 Vocabulary and Reading" course.

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 1.2 Grammar and SLS 1.3 Vocabulary courses must have been taken.

**Eva Stahlheber, M.A.**  
**Karen Kreutel, M.A., M.A. (TESL)**

<b>2530</b>	<b>Writing</b>	<b>Wed (6)</b>	<b>ZS 1, 418 (ES)</b>
		<b>Thu (1)</b>	<b>SE 1, 215 (KK)</b>
		<b>Thu (2)</b>	<b>SE 2, 22 (KK)</b>

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 strongly 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 sentence translation from German into English.

**Eva Stahlheber, M.A.**

**3510 or 3520 3.1 or 3.2/GLC 4 Academic Writing Mon (3) MER 01**

Sprachlernseminar 3 KP

r

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, in particular for the linguistics proseminars offered by Dr. Claudia Lange and Göran Wolf in WS 2007/8. Emphasis will be put on writing as a process of production, editing, revision and rewriting until the quality of language is at least satisfactory at the university level.

The course is mainly aimed at students partaking in the above-mentioned proseminars, and priority will be given to students in these classes. However, students wishing to receive assistance for papers in other areas of their studies (literature, cultural studies and teaching methodology) are welcome to join if places are available and should therefore register online and come to the first class meeting to see if they have a place. 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.

**Elisabeth Orrison, B.A.**

**3510 or 3520 3.1 or 3.2/GLC 4 Journal Writing Mon (5) ZS 1, 312**

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).

"Think of writing in terms of discovery" (Gertrude Stein) - by employing various styles of writing e.g. stream of consciousness, essay, poetry and narration based on personal observation, perception, and reflection of the real as well as the inner world ( i.e. dreams, memories, biographical data), this course seeks to facilitate a more profound understanding of the self. Through keeping a private journal and in-class work consisting of brainstorming and writing and sharing sessions, students will be involved in a completely organic creative process.

**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 105**

Sprachlernseminar 3 KP

r

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 105**

Sprachlernseminar 3 KP

r

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 aim to put on a play or short sketches at the end of the semester. For this purpose we will use material written by the students themselves.

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

~~Karen Kreutel, M.A., M.A. (TESL)~~

~~3510 or 3520 3.1 or 3.2/GLC 4 Elective: Computer- Tue (2) SE 1, 201  
Assisted Language Learning~~

~~Sprachlernseminar 3-KP~~

~~Requirements: (1) Written Exam—50% (2) Presentation—50%~~

**entfällt!**

~~Karen Kreutel, M.A., M.A. (TESL)~~

~~3510 or 3520 3.1 or 3.2/GLC 4 Computer-Assisted Language Teaching Tue (3) SE 1, 201~~

~~Sprachlernseminar 3 KP~~

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

entfällt!

Neue Veranstaltung:

**Karen Kreutel, M.A., M.A. (TESL)**

**3510 or 3520 3.1/3.2/GLC 4 Creative Writing Tue (6) ZS1/304a**

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 is a writing workshop that will concentrate on writing where students will be encouraged to produce and present 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!



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

<b>GLC 5 Advanced Essay Writing</b>	<b>Tue (3)</b>	<b>SE 2, 123 (KH)</b>
	<b>Wed (6)</b>	<b>GER 50 (LP)</b>
	<b>Thu (2)</b>	<b>SE 2, 123 (LP)</b>

Sprachlernseminar 3 KP

Requirements: Classwork, homework and tests

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**

<b>Elective: JABS Magazine</b>	<b>Wed (6)</b>	<b>ZS 1, 312</b>
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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 a small team of a maximum of 15 students who are willing to work closely together and independently as a group. The students who are involved can fall back on the support of Mr Hollingsworth but will generally bear responsibility and also enjoy 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) 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 November 2007, but it is mostly intended for student teachers taking the first state exam in March 2008, and M.A. students planning to take the M.A. Preliminary Exam in May 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:**

You must have completed at least one GLC 5 course (Advanced Translation or Writing)