

# **SEMESTERMITTEILUNGEN**

**WINTERSEMESTER 2008/09**

**Zuletzt geändert am 04.09.2008**

**Bitte beachten Sie folgende Hinweise:**

1. Alle für das Hauptstudium angebotenen Lehrveranstaltungen können selbstverständlich von Studierenden der traditionellen Magister- und Lehramtsstudiengänge belegt werden.
2. Studierende des B.A. Anglistik/Amerikanistik und des B.Ed. Englisch beachten bitte die Prüfungsnummern links oben; diese weisen aus, für welche Module die Lehrveranstaltung angerechnet wird. Es gibt keine Vorlesungen oder Seminare, die von Ihnen im Rahmen Ihres Studiums nicht gewählt werden können.
3. Da für den Master Anglistik und Amerikanistik zum gegenwärtigen Zeitpunkt noch keine Prüfungsnummern bekannt sind, wird dieser Studiengang namentlich aufgelistet. Dies betrifft Vorlesungen und Hauptseminare, die allerdings gleichzeitig auch für die Studierenden der anderen Studiengänge im entsprechenden Jahr angeboten werden (s. Pkt. 1).

gez. PD Dr. Angelika Köhler

# Englische Sprachwissenschaft und Mediävistik

**Dr. Claudia Lange**

<b>1110</b>	<b>Introduction to Synchronic</b>	<b>Thu (5)</b>	<b>GÖR 226</b>
<b>70110</b>	<b>Linguistics</b>		
	<b>(+ Tutorials)</b>	<b>Thu (6)</b>	

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

The class may be chosen by first year B.A. and B.Ed. students as part of the module "Basics of Linguistics/Medieval Studies" and by students of all Lehrämter.

Language is unique to the human species. Animals may communicate with each other, but only humans use language to think, tell jokes, worry about the future, have arguments, or write poetry. Nobody who is both a student of English and claims to be a human being can afford to miss this course!

Using language is terribly simple – everyone does it everyday. How to describe language and language use is the topic of this course. Together we will explore the structure of this highly complex and efficient mode of expression in its different functions. We will begin with the smallest distinctive units in language, the speech sounds, and work our way towards ever more complex units, namely words, phrases, and finally sentences. The course is accompanied by mandatory tutorials which will give you ample opportunity to revise and practise everything you heard about in the lecture.

## Accompanying Tutorials:

T 1: ZS 1, 312  
T 2: WIL C206  
T 3: SCH A184  
T 4: SCH A252

T 5: SCH A 107  
T 6: HÜL S188  
T 7: BEY 149

**Professor Dr. Ursula Schaefer**

**1120  
70120**

**Medieval England**

**Tue (4)**

**SE 2, 102**

Ü

2 KP (two 'take-home' tasks)

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

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

- By Sept. 26, 2008 the roster of the class will be provided on the "Anglistische Sprachwissenschaft" homepage.
- By the beginning of the class a Moodle page will be accessible for the participants.

**Christina Spirow, MA**

**1120  
70120**

**English Words**

**Mon (4)**

**ZS 1, 304a**

**Wed (3)**

**GER 09**

Ü

2 KP (requirements to be announced in class)

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

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

Previous linguistic knowledge is not assumed.

Prerequisites: an interest in linguistics



**Dr. Claudia Lange**

**2120      Syntactic patterns in English      Tue (4)      BZW A 152**  
**2420**  
**73120**  
**73320**

PS                    6 KP (active participation, presentation in class, research paper)  
SiG                   3 KP (active participation, presentation in class, short final take-home-exam)  
                          1 KP (regular attendance)

The class may be chosen by second year B.A. and B.Ed. students as part of the module "Topics of English Linguistics" or for the complementary Module, and by students of all Lehrämter.

English is generally regarded as an 'easy' language to learn compared to, say, Russian. Once you look at the structure of English more closely, however, you'll find patterns that are quite remarkable from a typological point of view. We will start by doing contrastive linguistics, that is comparing selected areas of English syntax with the way these are realized in German (or any other language you know). We will then look at patterns of negation, relativization, topicalization and other phenomena in standard and non-standard varieties of English.

**Göran Wolf, MA**

**2120**      **Ulster, North of Ireland, Northern**      **Mon (3)**      **GER 39**  
**2420**      **Ireland?**  
**73120**  
**73320**

PS                      6 KP (in-class presentation, seminar paper)  
SiG                     3 KP (topical poster and other assignments announced in class)

**It has been arranged that participants may take this course as part of the module in cultural studies or literary studies or linguistics.**

This course will introduce participants to Ireland's odd province. Northern Ireland, or Ulster, is known to be the home of a number of US presidents and their ancestors, and it is infamous for the so-called Troubles. Yet, the northern stretch of the island is certainly more than that. It is a contrary region which is difficult to understand because of a complexity hardly found anywhere else in Britain and Ireland. This course seeks to provide some understanding of the faceted cultural, literary and linguistic life in the North. We will hear of the *Spirit Level* and *Fergus an tha Stane o Destinie*. We will learn about murals and parades, about shared traditions and sectarianism. We will get to know Ireland's only urban Gaeltacht and the hamely tongue, Ulster Scots.

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

Participants must have passed the corresponding introductory class (e.g. if taken as linguistics module, students must have passed the *Introduction to Linguistics*). Everyone is expected to be prepared and to work actively.

**Göran Wolf, MA**

**2120 Introduction to Middle English Fri (2) WIL A221**  
**2420**  
**73120**  
**73320**

PS 6 KP (seminar paper, in-class presentation)  
SiG 3 KP (topical poster & other assignments to be announced in class)

Middle English (ME) is a lot more than “English between Old English and Early Modern English”. It is a period of profound changes and great diversity within the English language on all linguistic levels. We will link our survey of linguistic features to extra-linguistic 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 a 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.

**Prof. Dr. Hildegard Tristram**

**2120 Introduction to Old English Blockseminar t.b.a.**  
**2420 02. – 07. 02. 2009**  
**73120**  
**73320**

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



**Professor Dr. Ursula Schaefer**

**3120  
3420  
73510**

**MS Harley 2253**

**Tue (6)**

**HSZ E01**

**HS Master Anglistik  
und Amerikanistik**

HS

In order to earn 7CP the students have to

- give an in-class oral Power-Point supported presentation and
- hand in a research paper / essay (ca. 20 pages) after the end of classes (dead-line: April 1, 2009).

SiH / S

In order to earn 3CP the students have to pass a take-home test after the end of classes (dead-line: March 15, 2009).

**This class may be chosen as part of the modules “Topics of English Linguistics and Medieval Studies”, “Topics of English Studies” or “3Y Complementary Studies”.**

In MS Harley 2253, today kept in the British Library, we witness Middle English next to French and Latin, verse next to prose, saints' lives and satires, didactic pieces next to songs with erotic under- or even overtones. Tensions between the single items are not only of tone, language and register, but secular and religious discourses even appear as related antagonists.

To appreciate the 'design' of the codex we will start out by assessing the multi-lingual situation of 14c England and its sedimentation in this 'miscellany'. Next we will have a closer look into the so-called 'Harley Lyrics', discuss their generic characteristics, their treatment by modern editors, and their multifaceted relation to their MS context. The third part will be devoted to longer English pieces in the MS such as the romance *King Horn*.

The overall aim of this seminar is to gain a better understanding of the rationale behind the collection and to arrive at useful theses about the conception of polyglot "miscellanies" in general.

- Command of Middle English as it is acquired in the 'Introduction to Middle English' is indispensable.
- By Sept. 26, 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.

**Professor Dr. Ursula Schaefer**

3120  
3420  
73510

**Cognitive Linguistics**

**Thu (2)**

**GER 54**

**HS Master Anglistik  
und Amerikanistik;  
HS Master  
Europäische  
Sprachen**

HS

In order to earn 7CP the students have to

- prepare one class on the basis of the relevant literature to be discussed in class
- hand in a research paper / essay (ca. 20 pages) after the end of classes (dead-line: April 1, 2009).

SiH / S

In order to earn 3CP the students have to pass a take-home text after the end of classes (dead-line: March 15, 2009).

As Dirk Geeraerts has recently remarked, Cognitive Linguistics still is "a conglomerate of more or less extensive, more or less active centers of linguistic research that are closely knit together by a shared perspective, but are not (yet) brought together under the common rule of a well-defined theory" (2006). Therefore we will not try to gain a full overview of work done within this 'conglomerate' but rather look into select fields of this linguistic approach.

We will start out with the best established field, *videlicet* "Prototype Theory", move on to the cognitive theory of metaphor and subsequently look into the special case of idiomaticity. We will close with a discussion of cognitive approaches toward grammar.

- By Sept. 26, 2008 the roster of the class and a preliminary bibliography will be provided on the "Anglistische Sprachwissenschaft" homepage.
- By the beginning of the class a Moodle page will be accessible for the participants.

**Das Seminar bereitet auf die *synchrone* Klausur Sprachwissenschaft zum Staatsexamenstermin Frühjahr 2009 vor.**

# Englische Literaturwissenschaft

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

**1210 Introduction: Literature and the  
70310 Media**

**Wed (4)**

**HSZ 403**

EK + Tutorial (3 + 1) KP

The introduction to the study of literature and the media 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):

to be announced

**Peter Stear M.A.**

**1220      19<sup>th</sup> Century and 20th Century British      Wed (3)      GER 39**  
**70320      Short 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 an accessible and representative 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. Examples will range from outstanding early practitioners of this innovative and exhilarating genre, such as Charles Dickens and Thomas Hardy, to the very best of contemporary British writing, including Martin Amis, Angela Carter and Salman Rushdie. Students can expect to read and prepare one or two short stories per week as well as occasional articles and chapters from the relevant secondary literature.

Please purchase the following (available in the university bookshop) before the start of term: *The Penguin Book of Modern British Short Stories*, ed. M. Bradbury, Harmondsworth (Penguin) 2001 (ISBN: 0140063064) and *The Oxford Book of English Short Stories*, ed. A. S. Byatt, Oxford (OUP) 2002 (ISBN: 019280376X).

**Hristina Patčeva M.A.**

**2220      From *Jane Eyre* to *Wuthering Heights*      Tue (4)      POT 106**  
**2420**  
**73120**  
**1220**  
**70320**

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)

Also aimed at students who have not yet completed the Introduction to Literary Studies, this course is intended to familiarize students with the basic tools of literary analysis as well as with two important 19th century novels, namely Charlotte Brontë's *Jane Eyre* and Emily Brontë's *Wuthering Heights*. In the beginning of the course, the novels will be presented in view of the cultural and historical circumstances in which they were produced, and their authors will be introduced as belonging to the group of most significant women novelists in English literature. After this background information on the Brontës and their work has been provided, and once we have placed them in their literary, cultural, and historical contexts, we will proceed with close readings of chosen chapters and parts of the novels in order to analyse the form and content of the texts, develop a precritical response and start understanding the themes and their sub-texts. In order to make this possible, different critical approaches will be introduced and explained.

Students are invited to participate actively in class and are expected to read and prepare chapters of the novels for each session. Any study materials necessary will be made available for copying.

**Please buy the following texts:**

Charlotte Brontë, *Jane Eyre* (Penguin: London, 2006)  
Emily Brontë, *Wuthering Heights* (Penguin: London: 2002)

**Prerequisites**

Participants are expected to have read *Jane Eyre* by the beginning of the seminar at the latest.

**Prof. Dr. Stefan Horlacher**

<b>2210</b>	<b>Post-Colonial Theory and</b>	<b>Wed (3)</b>	<b>HSZ 304</b>
<b>2410</b>	<b>Literature II</b>		
<b>3210</b>			
<b>3410</b>			
<del>73120</del> <b>73110</b>			

**V**  
**Master**  
**Anglistik und**  
**Amerikanistik**

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

The aims of this lecture are threefold:

- 1) Students who have not come in contact yet with post-colonial theory and literature will be given a concise introduction in the first three to four weeks. Although the lecture is called "Post-Colonial Theory and Literature II" it is also open and recommended for students who have not taken part in the lecture on Post-Colonial Theory and Literature I offered last spring.
- 2) The main part of this lecture will be dedicated to a set of articles which will be made available online. This will enable us to go beyond a pure survey – the surface – and to critically read and discuss excerpts from key texts by postcolonial critics such as JanMohamed, Robert Young, Peter Childs, Homi Bhabha, Frantz Fanon and others.
- 3) The third part of this lecture will focus on a selection of literary texts and ask how "the postcolonial condition" is represented in and mediated through literature.

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

**Prof. Dr. Stefan Horlacher**

**Thinking the Post-Colonial:  
Literature, Language, and Culture  
(Projektkurs im Master Anglistik und  
Amerikanistik)**

**Wed (3)  
Tue (5)**

**HSZ 304  
ZEU 114**

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

This "Projektkurs" is part of the module "Wissenschaftliche Praxis 1/Scientific Practice 1" (MA-AA1.3) and is linked to the lecture on Post-Colonial Theory and Literature. In addition to this, interested students may also participate in the seminar on Imaginary Indias and in the Oberseminar, for example in order to present the results of their research work to a larger group. The main focus of the lecture is on postcolonial literature and theory, ranging from texts produced during the time of the British Empire – such as *Othello* or *Mansfield Park* – to texts written in India at the beginning of the 21st century. Moreover, basic as well as advanced theoretical concepts on how to think the "postcolonial condition" by authors such as Jan Mohamed, Robert Young, Peter Childs or Homi K. Bhabha will be taken into account. *Individual consultations* will form an essential part of this course and participants will be encouraged to complement and deepen their knowledge of the topics presented in or in relation to the lecture through *independent research*. By arrangement with the lecturer, students are free to choose their own field of studies – literature, cultural studies or linguistics – with a view to developing their research skills and presenting their findings.

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

**Göran Wolf, MA**

**2220**      **Ulster, North of Ireland, Northern**      **Mon (3)**      **GER 39**  
**2420**      **Ireland?**  
**73120**

PS                      6 KP (in-class presentation, seminar paper)  
SiG                     3 KP (topical poster and other assignments announced in class)

**It has been arranged that participants may take this course as part of the module in cultural studies or literary studies or linguistics.**

This course will introduce participants to Ireland's odd province. Northern Ireland, or Ulster, is known to be the home of a number of US presidents and their ancestors, and it is infamous for the so-called Troubles. Yet, the northern stretch of the island is certainly more than that. It is a contrary region which is difficult to understand because of a complexity hardly found anywhere else in Britain and Ireland. This course seeks to provide some understanding of the faceted cultural, literary and linguistic life in the North. We will hear of the *Spirit Level* and *Fergus an tha Stane o Destinie*. We will learn about murals and parades, about shared traditions and sectarianism. We will get to know Ireland's only urban Gaeltacht and the hamely tongue, Ulster Scots. By the end of the class participants will have gained an overview of the main issues related to Northern Ireland. They will be able to assess relevant publications and resources. Written assignments will practise the competence to process given research results and the ability to present and discuss a given problem in an adequate, principled way.

Participants must have passed the corresponding introductory class (e.g. if taken as linguistics module, students must have passed the *Introduction to Linguistics*). Everyone is expected to be prepared and to work actively.



**Peter Stear M.A.**

**2220**      **Shakespeare's History Plays:**                      **Wed (6)**                      **ZEU 148**  
**2420**      **A Survey**  
**73120**

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

Shakespeare's uniquely powerful and exciting dramatization of historical events have given this essentially Elizabethan genre a position of unsurpassed importance both within English literature as well as with a view to ongoing conceptions of English nationhood. Written almost exclusively around the 1590s – the decade of 'euphoric patriotism' after the Armada in the later period of Elizabeth I's reign – and accounting for almost one-third of Shakespeare's oeuvre, the history play proved to be one of the most popular though short-lived genres in the entire history of English drama. Yet the number of outstanding modern-day performances – most famously on film from Laurence Olivier to Kenneth Branagh – and the sheer scale of contemporary critical interest testify to the continuing relevance of the plays. Alongside genre definitions, thematic concerns and close readings of a selection and/or select parts of the plays – our focus will be on *Richard II & III*, *Henry IV & V* – and with due consideration of seminal stage and screen productions, we will examine the shift from broadly conservative accounts that emphasize complicity in Elizabethan power structures to more recent interpretations that focus on the radical, subversive potential of Shakespeare's histories.

Students should purchase the following one-volume edition of the history plays:

Greenblatt, Stephen, Walter Cohen & Jean E. Howard eds. *The Norton Shakespeare: Histories*. New York: Norton, 2008 (2<sup>nd</sup> edition, ISBN: 0-393-93142-0).

**Fatemeh Hosseini M.A.**

**2220**      **Ian McEwan: His Early Novels**      **Thu (5)**      **WIL C 106**  
**2420**  
**73120**

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)

Ian McEwan has proved himself as one of the leading contemporary British novelists who began his literary career as a controversial writer. His work has a genuinely dynamic nature which is also evident in his three first novels, *The Cement Garden*, *The Comfort of Strangers*, and *The Child in Time*. Focusing on these three novels, this proseminar introduces students to his distinct fictional world which is not only a reflection of our contemporary world but a commentary on it also. We shall concentrate on some of his key themes such as his conception of gender identity, the relationship between the sexes, and family functions and dysfunctions, as well as his depiction of the postmodern wasteland.

A syllabus will be available at the first meeting.

**Please buy:**

McEwan, Ian. *The Cement Garden*. London: Vintage, 1997.

----- *The Comfort of Strangers*. London: Vintage, 2006.

----- *The Child in Time*. London: Vintage, 1997.

**Please Note:** This proseminar is designed as a compact proseminar. The first sessions of the seminar will take place in weeks one and three. The seminar itself will take place on two Saturdays in January (10th and 17th). Students who want to take part in this proseminar should be prepared to give a short oral presentation (15 minutes).

**Dr. Anna-Christina Giovanopoulos**

<b>3220</b>	<b>English Literature and Culture:</b>	<b>Tue (3)</b>	<b>GER 54</b>
<b>3420</b>	<b>Education Through the Ages</b>		
<b>73710</b>			

**HS**  
**Master**  
**Anglistik und**  
**Amerikanistik**

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

"Education, education, education" – these were Tony Blair's priorities in his successful bid for power in the 1990s. But education has always been an important issue, and in this course we will consider education in its relation to societal changes from the 19th to the early 20<sup>th</sup> century. The main focus will be on institutionalised education, i.e., on the representation of schools, in particular of public schools, in literature and film. To explore the diversity of educational approaches and ideologies, we will begin by questioning the idealised image of the nineteenth-century public school in *Tom Brown's Schooldays* by Thomas Hughes (novel, film adaptation). Then we will turn to F.W. Farrar's moral vision of the school in *Eric, or Little by Little*, which will be followed by an analysis of the popular school story as a genre (T.B. Reed, *Fifth Form at St Dominic's*; P.G. Wodehouse, *Mike*). Then we will address the critical approaches of Kipling's *Stalky & Co.*, Hugh Walpole's *Mr Perrin and Mr Traill*, and E.M. Forster's *The Longest Journey*.

There will be a reader containing both primary and secondary texts, but students are expected to purchase the novel by Thomas Hughes (Penguin Popular Classics, ISBN 0140621326) in advance.

**Please sign up for this seminar in ZS 1c, room 306, from 4 August to 26 September 2008 (limited participation).**

**Prerequisites:** Participants are expected to have read Thomas Hughes's *Tom Brown's Schooldays*. There will be a short test at the beginning of the second session.

**Dr. Sigrun Meinig**

**3220                      Peter Carey: Transgression                      Tue (4)                      POT 361**  
**3420                      and Transmogrification**  
**73710**

**HS**  
**Master**  
**Anglistik und**  
**Amerikanistik**

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

Peter Carey's writing includes short stories, travelogues and a children's book as well as – so far – ten novels, two of which won the Booker prize. His oeuvre fascinates with its inventiveness which makes each text a new departure that crosses the borders of literary genres and styles as well as the boundaries of cultural discourses. In this seminar we will explore this transgression that makes the texts such fun to read but also makes them lend themselves to catchwords such as intertextuality, intermediality and interculturality. We will begin with selected early short stories to examine their literary strategies, especially their surrealism and magic realism, which throw their Australian background into critical relief. With the historical novel *Oscar and Lucinda* (1988) we engage with the (post)colonial relationship between Great Britain and Australia, while the utopian *The Unusual Life of Tristan Smith* (1994) foregrounds the role of the US and its media products. *Theft: A Love Story* (2006), finally, examines the art world and cosmopolitanism and raises the question of the postmodernity of Carey's narratives. We will underpin our readings with theoretical perspectives on the notion of transgression.

**Please sign up for this seminar in Zs 1c, room 306, from 4 August to 26 September 2008 (limited participation).**

**Readings**

***Please purchase exclusively the editions by Faber and Faber.***

- Selected short stories (available for you to copy in the SLUB from the beginning of the semester).
- Peter Carey, *Oscar and Lucinda* (1988).
- Peter Carey, *The Unusual Life of Tristan Smith* (1994).
- Peter Carey, *Theft: A Love Story* (2006).

**Prerequisites**

Please read *Oscar and Lucinda* before the start of the seminar.

**Dr. Sigrun Meinig**

**3220**                      **Victorian Texts: The Brontës**                      **Mon (5)**                      **POT 106**  
**3420**  
**73710**

**HS**  
**Master**  
**Anglistik und**  
**Amerikanistik**

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

The novels by Anne, Charlotte and Emily Brontë are among the best-known nineteenth-century texts in the English language. Phrases such as 'Reader, I married him' and characters like the 'madwoman in the attic' (both from *Jane Eyre*) have become standard reference points for later literary texts as well as for literary criticism. In this seminar, we will explore the cultural and literary background and impact of *The Tenant of Wildfell Hall* (1848), *Wuthering Heights* (1847) and *Jane Eyre* (1847). We will analyse the representation of social institutions and structures, economics and gender in the novels, and identify literary influences in terms of genre and narrative strategies. We will then explore the texts' own influence and look at the reception – also intermedial – of the texts until today. We examine the novels' role with a spectrum of approaches from literary criticism as provided by the Norton editions we employ. We also engage with the texts' contribution to today's perception of 'the Victorian Age' and explore the usefulness of a tag such as 'The Brontës'.

**Please sign up for this seminar in Zs 1c, room 306, from 4 August to 26 September 2008 (limited participation).**

### **Readings**

***Please purchase exclusively the following editions:***

- Anne Brontë, *The Tenant of Wildfell Hall*, Harmondsworth: Penguin, 1996 (Do **not** buy the Popular Classics Penguin edition).
- Emily Brontë, *Wuthering Heights* (Norton Critical Edition, ed. Richard J. Dunn), New York: Norton, 2003.
- Charlotte Brontë, *Jane Eyre* (Norton Critical Edition, ed. Richard J. Dunn), New York: Norton, 2001.

### **Prerequisites**

Please read *The Tenant of Wildfell Hall* before the start of class.

**Prof. Dr. Stefan Horlacher**

**3220  
3420  
73710**

**Contemporary Indian Novels,  
or: Imaginary Indias**

**Tue (6)**

**ZEU 147**

**HS  
Master Anglistik  
und  
Amerikanistik**

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)

India is characterised by complexity: culturally, ethnically, linguistically and historically. Consequently, many images, ideas and metaphors have come to be associated with it, from 'Mother India' to the 'tiger' of the new IT economy. In this seminar, we will explore literary representations and interrogations of such notions by reading three Booker prize-winning novels that have proved hugely popular and influential across the world, both within academia and outside. Beginning with Salman Rushdie's *Midnight's Children*, we will examine the colonial and postcolonial construction of Indian history. This will be followed by Arundhati Roy's *The God of Small Things*, which foregrounds the role of the body and of gender in the postcolonial context. Finally, Kiran Desai's *The Inheritance of Loss* allows us to critically engage with conceptions of ethnic heterogeneity and political strife in India, while also emphasizing the migrant histories of Indian diasporas in the UK and the US. The novels thus represent a broad spectrum of cultural trends and discourses that make up 'India'; by analysing this nexus we will also consider the function of novels in English such as those read in the seminar for our notion of what India is.

A syllabus and a bibliography will be made available at the first meeting.

**Please sign up for this seminar in Zs 1c, room 306, from 4 August to 26 September 2008 (limited participation).**

**Please buy:**

Arundhati Roy. *The God of Small Things*. Harper Collins 1998.  
Salman Rushdie: *Midnight's Children*. Vintage Classics: Random House UK 2008.  
Kiran Desai. *The Inheritance of Loss*. Grove Press N.Y. 2006.

**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 January. Students who want to take part in this seminar should be prepared to give a short oral presentation (15 minutes).

**Prof. Dr. Stefan Horlacher**

**3220                    D.H. Lawrence: Novels, Novellas    Thu (3)                    GER 39**  
**3420                    and Short Stories**  
**73710**

**HS**  
**Master**  
**Anglistik und**  
**Amerikanistik**

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)

The aim of this seminar is to introduce students to the even today still contested fiction of D. H. Lawrence. In order to gain an overview of his work, we will read a representative selection of his short stories and novellas as well as *Sons and Lovers*, one of his most famous novels. Additionally, we will also consider some of Lawrence's theoretical writings, such as *Fantasia of the Unconscious* and *Psychoanalysis and the Unconscious*. In order to enable students to judge for themselves the unique accomplishments of Lawrence's literary oeuvre, we shall concentrate on some classic Lawrentian themes and dichotomies, such as conceptions of masculinity vs. femininity, nature vs. culture, vitality vs. death-in-life as well as the key notion of will-to-power.

A syllabus and a bibliography will be available at the first meeting.

**Dieses Hauptseminar bereitet auf das schriftliche Staatsexamen in Fach  
"Englische Literaturwissenschaft" im Frühjahr 2009 vor.**

**Dieses Hauptseminar kann auch als Teil des Moduls Großbritannienstudien  
gewählt werden, d. h. die Studierenden können in diesem Seminar einen  
Hauptseminar-Schein (7 KP) für Großbritannien-Studien erwerben.**

**Please buy:**

D. H. Lawrence. *Sons and Lovers*. London: Penguin Classics 2006.

----- *The Virgin and the Gipsy*. Vintage: USA, 1992.

----- *The Fox*. London: Hesperus Press, 2003.

----- *St. Mawr*. London: Penguin, 1971.

(Or any other edition/collection of Lawrence's short stories)

**Please sign up for this seminar in Zs 1c, room 306, from 4 August to 26  
September 2008 (limited participation).**

**Prerequisites**

You are expected to read *The Fox* before the start of the seminar.

**Prof. Dr. Stefan Horlacher**

**Oberseminar**

**Tue (6)**

**ZS 1, 304b**

requirements to be announced in class

The *Oberseminar* is open to doctoral candidates, to students completing their MA or *Staatsexamen* thesis and to those approaching the end of their studies. It is intended to give them the opportunity to present their research projects for further discussion. The onus will be on theoretical approaches and their application, with the added intention of fostering an exchange of research interests and ideas among advanced students of *English/American Literature* and *English/American Cultural Studies* in the department. Moreover, topics relevant for the oral and written final examinations in English literary studies will be discussed. A prerequisite for those attending is the willingness to present the findings of their work as well as lead the ensuing group discussions.

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



# Kulturstudien Großbritanniens

**Hinweis:** Herr Prof. Thomas Kühn hält im Wintersemester 2008/09 aufgrund seines Forschungsfreisemesters keine Lehrveranstaltungen.

**Christian Schlemper, M.A.**

<b>1320</b>	<b>Isn't that special –</b>	<b>Mon (6)</b>	<b>SE 2, 123</b>
<b>70520</b>	<b>British – American relation since the 18<sup>th</sup> century</b>		

Ü                      2 KP (requirements to be announced in class)

With the declaration of independence in 1776 thirteen British colonies, situated in the Northeast of the American continent, decided to cut ties with their motherland. But ever since certain proximities remained. English as the common language does immediately come to mind - but furthermore strong links in the fields of politics, economy and culture have enhanced the development of special relations between the two states.

The course takes a closer look at the history of the British-American relations and their current status. Besides the historiography we will look at and discuss the changing attitudes of both nations towards each other. We will analyse speeches and articles, study selected biographies and research if these relations are really as outstanding as repetitively declared.

Selected texts will be provided online by the beginning of the semester.  
Regular active participation is obligatory for each participant.

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

**Prof. Dr. Stefan Horlacher**

<b>2310</b>	<b>Post-Colonial Theory and</b>	<b>Wed (3)</b>	<b>HSZ 304</b>
<b>2410</b>	<b>Literature II</b>		
<b>3210</b>			
<b>3410</b>			
<b>73310</b>			

**V**  
**Master**  
**Anglistik und**  
**Amerikanistik**

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

The aims of this lecture are threefold:

- 1) Students who have not come in contact yet with post-colonial theory and literature will be given a concise introduction in the first three to four weeks. Although the lecture is called "Post-Colonial Theory and Literature II" it is also open and recommended for students who have not taken part in the lecture on Post-Colonial Theory and Literature I offered last spring.
- 2) The main part of this lecture will be dedicated to a set of articles which will be made available online. This will enable us to go beyond a pure survey – the surface – and to critically read and discuss excerpts from key texts by postcolonial critics such as JanMohamed, Robert Young, Peter Childs, Homi Bhabha, Frantz Fanon and others.
- 3) The third part of this lecture will focus on a selection of literary texts and ask how "the postcolonial condition" is represented in and mediated through literature.

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

**Prof. Dr. Stefan Horlacher**

**Thinking the Post-Colonial:  
Literature, Language, and Culture  
(Projektkurs im Master Anglistik und  
Amerikanistik)**

**Wed (3)  
Tue (5)**

**HSZ 304  
ZEU 114**

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

This "Projektkurs" is part of the module "Wissenschaftliche Praxis 1/Scientific Practice 1" (MA-AA1.3) and is linked to the lecture on Post-Colonial Theory and Literature. In addition to this, interested students may also participate in the seminar on Imaginary Indias and in the Oberseminar, for example in order to present the results of their research work to a larger group. The main focus of the lecture is on postcolonial literature and theory, ranging from texts produced during the time of the British Empire – such as *Othello* or *Mansfield Park* – to texts written in India at the beginning of the 21st century. Moreover, basic as well as advanced theoretical concepts on how to think the "postcolonial condition" by authors such as Jan Mohamed, Robert Young, Peter Childs or Homi K. Bhabha will be taken into account. *Individual consultations* will form an essential part of this course and participants will be encouraged to complement and deepen their knowledge of the topics presented in or in relation to the lecture through *independent research*. By arrangement with the lecturer, students are free to choose their own field of studies – literature, cultural studies or linguistics – with a view to developing their research skills and presenting their findings.

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

**Sylvia Schulze, M.A.**

**2320**      **British Identities**      **Thu (4)**      **WIL C203**  
**2420**  
**73320**

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

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

*Who do the British think they are?*

Devolution, European integration and mass immigration have increasingly demonstrated the absence of a unitary British identity and have recently led to a number of debates about civic identity in Britain.

Starting with essays on the concepts of identity, stereotype and image as well as ethnic, national, gender and religious identity, we will tackle the psychological and cultural background of the topic. In the course of the seminar we will focus on different forms of British identity in the past and today:

- Britishness – a myth?
- A United Kingdom? – English, Welsh, Scottish and Irish national identity
- Regional identity
- Immigration: ethnic and religious identity
- Gender identity.

We will investigate features of and tensions within these identities and apply our findings to representations of identity in literature and film.

This course aims at providing an introduction to the question of identity in Britain and preparing students for the analysis of national and ethnic characteristics, stereotypes and conflicts.

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.

**Anna-Maria Gramatté, M. A.**

**2320**      **Britain in Europe – Europe in Britain**      **Tue (3)**      **ZEU 114**  
**2420**  
**73320**

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)

*“Despite the events of the last forty years, the old love-hate relationship between Britain and the rest of Europe still endures.”* (Pym 1984)

It has often been said that Britain’s relationship with the Continent is an awkward one, particularly in regard to the process of ever deeper European integration. In this seminar we will try to look at the various discourses beyond this standard statement in search of possible explanations. We will examine the sources of Britain’s uneasiness in the face of all things continental, explore questions of national identity and sovereignty, and of Britain’s ‘insular mentality’ (Lenz 2002). We will acquaint ourselves with the history of European integration from a British perspective and look into the specific nature of Britain’s complex relationship with Europe since 1945.

In the end, we should be able to judge whether (and why) the Channel still constitutes a political and cultural borderline between the UK and “the Other”, that is the European Continent.

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). **Registration strictly limited to 30 students!**



**Dr. Anna-Christina Giovanopoulos**

**3220 English Literature and Culture: Tue (3) GER 54**  
**3420 Education Through the Ages**

**HS**  
**Master**  
**Anglistik und**  
**Amerikanistik**

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

"Education, education, education" – these were Tony Blair's priorities in his successful bid for power in the 1990s. But education has always been an important issue, and in this course we will consider education in its relation to societal changes from the 19th to the early 20<sup>th</sup> century. The main focus will be on institutionalised education, i.e., on the representation of schools, in particular of public schools, in literature and film. To explore the diversity of educational approaches and ideologies, we will begin by questioning the idealised image of the nineteenth-century public school in *Tom Brown's Schooldays* by Thomas Hughes (novel, film adaptation). Then we will turn to F.W. Farrar's moral vision of the school in *Eric, or Little by Little*, which will be followed by an analysis of the popular school story as a genre (T.B. Reed, *Fifth Form at St Dominic's*; P.G. Wodehouse, *Mike*). Then we will address the critical approaches of Kipling's *Stalky & Co.*, Hugh Walpole's *Mr Perrin and Mr Traill*, and E.M. Forster's *The Longest Journey*.

There will be a reader containing both primary and secondary texts, but students are expected to purchase the novel by Thomas Hughes (Penguin Popular Classics, ISBN 0140621326) in advance.

**Please sign up for this seminar in ZS 1c, room 306, from 4 August to 26 September 2008 (limited participation).**

**Prerequisites:** Participants are expected to have read Thomas Hughes's *Tom Brown's Schooldays*. There will be a short test at the beginning of the second session.

**Professor Dr. Ursula Schaefer**

**3220  
3420**

**MS Harley 2253**

**Tue (6)**

**HSZ E01**

**HS Master Anglistik  
und Amerikanistik**

HS

In order to earn 7CP the students have to

- give an in-class oral Power-Point supported presentation and
- hand in a research paper / essay (ca. 20 pages) after the end of classes (dead-line: April 1, 2009).

SiH / S

In order to earn 3CP the students have to pass a take-home test after the end of classes (dead-line: March 15, 2009).

**This class may be chosen as part of the modules “Topics of English Linguistics and Medieval Studies”, “Topics of English Studies” or “3Y Complementary Studies”.**

In MS Harley 2253, today kept in the British Library, we witness Middle English next to French and Latin, verse next to prose, saints' lives and satires, didactic pieces next to songs with erotic under- or even overtones. Tensions between the single items are not only of tone, language and register, but secular and religious discourses even appear as related antagonists.

To appreciate the 'design' of the codex we will start out by assessing the multi-lingual situation of 14c England and its sedimentation in this 'miscellany'. Next we will have a closer look into the so-called 'Harley Lyrics', discuss their generic characteristics, their treatment by modern editors, and their multifaceted relation to their MS context. The third part will be devoted to longer English pieces in the MS such as the romance *King Horn*.

The overall aim of this seminar is to gain a better understanding of the rationale behind the collection and to arrive at useful theses about the conception of polyglot "miscellanies" in general.

- Command of Middle English as it is acquired in the 'Introduction to Middle English' is indispensable.
- By Sept. 26, 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.



**Prof. Dr. Stefan Horlacher**

**Oberseminar**

**Tue (6)**

**ZS 1, 304b**

requirements to be announced in class

The *Oberseminar* is open to doctoral candidates, to students completing their MA or *Staatsexamen* thesis and to those approaching the end of their studies. It is intended to give them the opportunity to present their research projects for further discussion. The onus will be on theoretical approaches and their application, with the added intention of fostering an exchange of research interests and ideas among advanced students of *English/American Literature* and *English/American Cultural Studies* in the department. Moreover, topics relevant for the oral and written final examinations in English literary studies will be discussed. A prerequisite for those attending is the willingness to present the findings of their work as well as lead the ensuing group discussions.

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

# Kulturstudien Nordamerikas

*Jana Häntzschel, M.A.*

*Jana Meißner, M.A.*

1310	Introduction to North American Studies (EK)	Mon (4)	ZEU 147
70510		Thu (4)	HSZ 105

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.

*Alexandra Schein, M.A.*

1320	Basic Readings in North American Cultural Studies	Tue (3)	GER 39
70520			
2320			
2420			
73320			

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.

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

<b>2310</b>	<b>American Cultural History 5</b>	<b>Tue (5)</b>	<b>BEY 118</b>
<b>2410</b>	<b>(1980 to today)</b>		
<b>3310</b>			
<b>3410</b>			
<b>73310</b>			

**V**  
**Master**  
**Anglistik und**  
**Amerikanistik**

V + KI	3 KP (regular attendance and participation + final written exam)
V	1 KP (regular attendance and participation)

This lecture course will give an overview of the main events and developments that have shaped contemporary American politics, society and culture since 1980.

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

Note: Students can attend “American Cultural History 5” *without* having attended lectures 1-4.

**Andrea Schubert, M.A.**

<b>2320</b>	<b>Survey of American Culture</b>	<b>Mon (3)</b>	<b>ZEU 147</b>
<b>2420</b>			
<b>73320</b>			

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.

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

**3320**                      **Topics of American Studies:**                      **Thu (3)**                      **BEY 81**  
**3420**                      **Postwar America**  
**73910**

**HS**  
**Master Anglistik**  
**und Amerikanistik**

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 at the developments in American politics, society, and culture between 1950 and 1980.

**Recommended reading:** James T. Patterson, *Grand Expectations: The United States: 1945-1974*. New York: Oxford University Press, 1996; David Burner, *Making Peace with the 60s*. Princeton: Princeton University Press, 1996; David Farber, ed. *The Sixties: From Memory to History*. Chapel Hill and London: The University of North Carolina Press, 1994; James T. Patterson, *Restless Giant: The United States from Watergate to Bush v. Gore*. New York: Oxford University Press, 2005.

**Dieser Kurs bereitet auf das schriftliche Staatsexamen im Bereich "Amerikanische Kultur" im Frühjahr 2009 vor.**

**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.

# Amerikanische Literaturwissenschaft

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

**1210 Introduction: Literature and the Wed (4) HSZ 403**  
**70310 Media**

EK + Tutorial (3 + 1) KP

The introduction to the study of literature and the media 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):

to be announced

***PD Dr. Angelika Köhler***

**1220 (Re-)Writing Traditions: Multiethnic Thu (4) ZS 1, 418**  
**70320 American Short Stories**

Ü 2 KP (regular and active participation; brief oral presentation)

Since the post-World-War-Two-era, African American, Native American, Asian American, and Latino American writers have increasingly inspired the traditions of American short story writing. Although presenting an enormous stylistic and thematic variety, their narratives share some basic characteristics, among others a history of oppression and public "invisibility" as the "Other" and a strong oral tradition of story telling that fuses their rich imaginative powers, their mythic traditions and magical symbolisms. Reading selected short stories written against the background of highly diverse ethnic cultural contexts students are expected to experience the great variety of literary voices and the multiplicity of themes explored in contemporary US-American short fiction.

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

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

2210	American Film History	Fr (2)	HSZ 401
2410			
3310			
3410			
73110			

**V**  
**Master**  
**Anglistik und**  
**Amerikanistik**

V + KI	3 KP (final written exam)
V	1 KP ( <i>Teilnahmeschein</i> : reduced scale written exam)

This lecture course attempts to give an overview of the development of film in the U.S. It is high time that this medium takes its legitimate place beside the novel, poetry and drama in our curricula.

As a history without examples would be lifeless and as film is certainly the most lively medium of artistic expression we will use clips from all kinds of films to document, underscore and illustrate what is being said.

There will be a *Klausur* in the final session. Participants of the course + this exam may go either for 1 or 3 credit points.

**Recommended reading:**

Sklar, Robert : *Movie-Made America*. New York: Random House, 1975 ff.

Finler, Joel W. *The Hollywood Story*. New York: Crown, 1988.

Maltby, Richard: *Hollywood Cinema*. 2<sup>nd</sup> edition. Malden, MA, Oxford: Blackwell, 2003.

Grainge, Paul, Mark Jancovich, Sharon Monteith (introd. & eds) *Film Histories. An Introduction and Reader*. Edinburgh University Press, 2007.

**Till Grahl, M.A.**

**2220      Reconstructing the Plot – Narrative      Tue (4)      GER 37**  
**2420      patterns of remakes and premakes**  
**73120**

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

SiG                     3 KP (regular and active participation, assignments, oral presentation)

1 KP (regular and active participation, assignments)

Often derogatively referred to as uninspired low-budgeted copies, the production of a remake is not at all a cheap and effortless endeavor. As a matter of fact, the financial and creative input into a “reimagination” is often much higher than that of the film classic. Not only visually but also concerning the narrative structure fundamental changes can be observed.

After 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 and investigate the differences and similarities of their structure.

Visits to screenings of recent films will enliven the sessions.

### **Recommended Reading:**

**Field, Syd:** *Das Handbuch zum Drehbuch*, Zweitausendeins, Frankfurt, 1991.

**Hiltunen, Ari:** *Aristoteles in Hollywood – Das neue Standardwerk der Dramaturgie*, Bastei-Lübbe, Bergisch Gladbach, 2001.

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

**McKee, Robert:** *Story – Die Prinzipien des Drehbuchschreibens*, Alexander Verlag, Berlin, 2001.

**Oltmann, Katrin:** *Remake / Premake – Hollywoods romantische Komödie und ihre Gender-Diskurse, 1930-1960*, Transcript, Bielefeld, 2008.

**Tobias, Ronald B.:** *20 Masterplots – Woraus Geschichten gemacht sind*, Zweitausendeins, Frankfurt, 2000.

**Vogler, Christopher:** *Die Odyssee des Drehbuchschreibers – Über die mythologischen Grundmuster des amerikanischen Erfolgskinos*, Zweitausendeins, Frankfurt, 1999.



**PD Dr. Angelika Köhler**

**3320 Slave Narratives and Neo-Slave Thu (5) ZS 1, 418**  
**3420 Narratives**  
**73910**

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

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

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.

**This course prepares for the written State Exam in "Amerikanische Literaturwissenschaft" in Spring 2009.**

**PD Dr. Angelika Köhler**

**3320 (Re-) Writing the Land: Ambivalent Mon (5) ZS 1, 418**  
**3420 Images of the American Southwest**  
**73910**

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

The American Southwest has many faces. Since the late 19<sup>th</sup> century artists, writers, and scholars have discovered the rich cultural legacy produced by its Indo-Hispanic and Anglo inhabitants: "The past thrives here and speaks through collective memory, popular lore, legend and myth." (Lomelí, Sorell, Padilla [2002] 1) Rereading selected texts by Anglo-American, Mexican American and Native American writers and artists, this course tries to explore some of the spiritual qualities of the Southwest. Our analysis of the creative responses to this land of mixed origins will show that the geography and culture of the Southwest are neither monolithic nor static but highly capable of accommodating outside influences without losing their specific native character.

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                      Writing and (Re-) Writing                      Wed (3)                      ZS 1, 418**  
**3420                      Autobiography**  
**73910**

**HS**  
**Master Anglistik**  
**und Amerikanistik**

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

Autobiographical writing plays a significant role in American cultural history. As the term already suggests, its central issues revolve around questions associated with "self," "life," and "writing;" thus autobiographies represent specific processes of mediation, thematically between the self and the world, technically between the author and the chosen medium of self-representation. Due to the genre's rich potential for revisionist techniques and its capacity to explore the complex interdependencies between historical contexts and changes in the individual's cultural self understanding, autobiography needs to be reconceptualized as a most flexible "figure of reading or of understanding" (De Man 1984) capable of the discursive management of the inconsistencies and instabilities of life in the past and present.

In this course we want to read and analyze selected examples of autobiographical or, as contemporary postmodern and postcolonial discourses prefer to refer to, *life* writing from three centuries that illustrate the power and flexibility of this classical genre to suggest most diverse and frequently even ambivalent attempts at defining and redefining the American self in order to develop a deeper understanding for the processes of writing and re-writing autobiography in American culture.

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.



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

**3320 Film Comedies**  
**3420**  
**73910**

**Thu (3)**

**HSZ 101**

HS 7 KP (oral presentation + academic paper of 12-15 pp.)  
SiH /S 3 KP (oral presentation)  
1 KP (writing the minutes of one session)

If one looks at the long term statistics of Hollywood productions since 1930 then comedies are definitely the most popular genre. In contrast to these facts, academic studies have always had a problem with such 'not so serious' texts and, above all, films. Two developments have, however, changed this attitude. First, the extension of the notion of 'text': Films are texts, too, and indeed: multimedial and complex. Second, the relationship between literature and culture has changed. Culture is no longer something literature fights against, rather, literature is only adequately understood if one takes its embedding into everyday life into account. The comedy genre is a form of art that celebrates life, frequently in connection with weddings, initiation rites, spring festivals. It points out basic burdens upon human interaction and human consciousness and it liberates from them. Comedy expresses human vitality and wits in acts of self-preservation from repressive structures and the threat by unforeseen events.

After three introductory sessions, teams of 2-3 students should then embark upon the oral presentation of one of the films (3 CPs). These presentations may be worked out into an academic paper of 12-15 pp. length (presentation + paper = 7 CPs).

*The following films are suggested:*

Buster Keaton: The General (1926)	Altman: M.A.S.H. (1970)
Laurel & Hardy: Sons of t. Desert (1933)	Fosse: Lennie (1974)
Marx Brothers: Duck Soup (1933)	Monty Python: Life of Brian (1979)
Chaplin: Modern Times (1936)	Scorcese: After Hours (1985)
Cukor: The Philadelphia Story (1940)	Spike Lee: School Daze (1988)
Preston Sturges: The Lady Eve (1941)	Gary Marshall: Pretty Woman (1990)
Lubitsch: To Be or Not to Be (1942)	Newell: Four Weddings + Funeral (1995)
Capra: Arsenic and Old Lace (1944)	Benigni: La Vita è Bella (1997)
Wilder: Some Like It Hot (1959)	Labute: Nurse Betty (1999)
Polanski: Fearless Vampire Killers (1966)	Coppola: Lost in Translation (2003)
Saks: Cactus Flower (1969)	Coen Bros. Ladykillers (2004)

**This course prepares for the written State Exam in "Amerikanische Literaturwissenschaft" in Spring 2009.**

# Englische Sprache und ihre Didaktik

**Prof. Dr. Andreas Marschollek**

<b>71310</b>	<b>Reflected Practice of Teaching</b>	<b>Mon 4 (EK)</b>	<b>HSZ 405</b>
<del>73330</del>	<b>English – Introduction</b>	<b>Wed 3 (Ü)</b>	<b>HSZ 405</b>
<b>71320</b>			

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

This course is offered to B.Ed. students in their third semester (as the first part of the module "Reflected Practice of Teaching English") and to all *Lehramt* students. It provides an insight into the variable factors and processes involved in teaching English as a foreign language. Participants are encouraged to reflect on how these can be controlled by the teacher in order to facilitate the development of intercultural communicative competence. Opportunity is provided to integrate theoretical perspectives with practical learning and teaching experience.

Please register on the list in Mrs. Triska's office (Zeunerstraße 1d, 425).

## Recommended reading

Müller-Hartmann, A. & Schocker-v. Ditfurth, M. (2004). *Introduction to English Language Teaching*. Stuttgart: Klett.  
Cameron, Lynne. (2004). *Teaching Languages to Young Learners*. Cambridge: CUP.

**Sabine Reiter, wiss. Mitarbeiterin**

<b>Schulpraktische Übungen Englisch: Grundschule</b>	<b>Thu (2 + 3) + school days</b>	<b>ZS 1, 304b</b>
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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.

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.

This course requires registration via e-mail. For details, please check the homepage of *Englische Sprache und Literatur und Ihre Didaktik*.

**Sabine Reiter, wiss. Mitarbeiterin**

**Schulpraktische Übungen Englisch:  
Mittelschule und Gymnasium**

**Wed (4) +  
school days**

**ZS 1, 304b**

SiH + P 4 KP (requirements to be announced in class)  
(3 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.

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.

This course requires registration via e-mail. Additional groups might be available. For details, please check the homepage of *Englische Sprache und Literatur und Ihre Didaktik*.

**Dr. Carmen Weiss**

**Schulpraktische Übungen Englisch:  
Gymnasium und BBS**

**Mon (3) +  
school days**

**SE 1, 101**

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

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.

This course requires registration via e-mail. Additional groups might be available. For details, please check the homepage of *Englische Sprache und Literatur und Ihre Didaktik*.

**Sabine Reiter, wiss. Mitarbeiterin**

**Englisch in der Grundschule 2**

**Wed (3)**

**ZS 1, 304b**

SiH 3 KP (requirements to be announced in class)

This seminar is offered to students of *Lehramt Grundschule*.

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 the concept of *Frühbeginn* and the relevant curriculum.

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

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

**Sabine Reiter, wiss. Mitarbeiterin**

**Kinder- und Unterrichtssprache 2**

**Thu (2 + 3)**

**ZS 1, 304b**

SiH 3 KP (requirements to be announced in class)

This course offered to students of *Lehramt Grundschule - Englisch als Nebenfach*.

They will attend the seminar that is part of the course *Schulpraktische Übungen Englisch: Grundschule*. There will be no teaching practice included, however.

The required classroom observations can be done in schools of their own choice. Further details will be given in class.

Students need to have completed the course *Kinder- und Unterrichtssprache 1*. They must have passed the Intermediate Exam.



***Dr. Carmen Weiss***

**Content and Language Integrated Learning**

**Tue (3)**

**BZW B101**

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.

**Prof. Dr. Andreas Marschollek**

**Electronic Literacy and Language Teaching**

**Wed (4)**

**SE 1, 201**

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)

Taking advantage of digital media 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**

**Mon (5)**

**HSZ 405**

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 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.

## Sprachlernseminare

**David Hintz M.A.**

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

<b>1410</b>	<b>Year 1</b>	<b>Tue (2)</b>	<b>SE 2, 123(KH)</b>
<b>70730</b>	<b>SLS 1.1 Pronunciation and</b>	<b>Tue (3)</b>	<b>SE 2, 123(KH)</b>
<b>70740</b>	<b>Intonation (KH = British English; DH</b>	<b>Thu (2)</b>	<b>ZS 1, 418(DH)</b>
	<b>= American English)</b>	<b>Thu (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 Englang Pronunciation Course*) which can be bought in class for €16 (N.B. shop price = €25) and photocopies for €1. Please bring therefore €17 to the first class.

Prerequisites: The Entry Test must have been passed.

**Laura Park, M.A., PGCE**  
**Eva Stahlheber, M.A.**

<b>1420</b>	<b>Year 1</b>	<b>Mon (5)</b>	<b>HSZ, 204(LP)</b>
<b>70710</b>	<b>SLS 1.2 Grammar</b>	<b>Wed (3)</b>	<b>SE 1, 201(ES)</b>
		<b>Thu (3)</b>	<b>SE 1, 201(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.

**David Hintz M.A.**

**1430  
70720**

**Year 1  
SLS 1.3 Vocabulary**

**Web-  
based  
course**

Sprachlernseminar 2 KP

Requirements: Final Exam

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

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

The Enrolment Key is "VocabWS08".

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

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

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

Prerequisites: The Entry Test must have been passed.

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

<b>70930</b>	<b>Year 2 B.Ed.:</b>	<b>Wed (2)</b>	<b>ZS 1, 418</b>
<b>70940</b>	<b>Developing Skills Abroad</b>	<b>Wed (4)</b>	<b>ZS 1, 418</b>

Sprachlernseminar 5 KP

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

This is a year 2 course for all B.Ed. students which must be taken before their period of residence in an English-speaking country.

Students will learn and practise a range of skills which should help them make the most out of a stay abroad. In particular, we aim to raise language awareness through error analysis, and cultural awareness through ethnographic writing. In this class students will receive information and guidance about the residence abroad, both from the instructor and year 3 students. After their residence abroad, students will hand in a written report about their stay and present an account of their stay to a Developing Skills Abroad class in a following semester.

For the practice of error analysis we shall be using *The Mistakes Clinic* by G. Parkes (this will be sold in class at € 12.50), and materials especially written by the instructor for this course. Please bring € 15.00 to the first class.

Prerequisites: Year 2 B.Ed. students

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

<b>70910</b>	<b>Year 2 B.Ed.:</b>	<b>Thu (2)</b>	<b>ZS 1, 312</b>
<b>70920</b>	<b>Classroom English</b>	<b>Thu (3)</b>	<b>ZS 1, 312</b>

Sprachlernseminar 3 KP

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

This is a year 2 course for all B.Ed. students which must be taken before their teaching practice (SPÜ), and is best taken in semester 3 if possible. This course 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.

Prerequisites: Year 2 B.Ed. students

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

<b>2510</b>	<b>Year 2: B.A. and B.Ed.</b>	<b>Tue (5)</b>	<b>SE 2, 123(LP)</b>
<b>71110</b>	<b>SLS Listening and Speaking</b>	<b>Thu(2)</b>	<b>SE 2, 123(LP)</b>
<b>71120</b>		<b>Fri (2)</b>	<b>ZS 1, 418(DH)</b>
		<b>Fri (3)</b>	<b>ZS 1, 418(DH)</b>

Sprachlernseminar 3 KP

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

This course is to be taken by B.A. students in their third or fourth semester and by B.Ed. students in their 4<sup>th</sup> semester. Consequently, in the winter semester B.A. students will be given priority, but B.Ed. students may participate if numbers allow. This course aims firstly to familiarise students with naturally spoken English and a variety of accents, thereby improving listening comprehension skills; secondly we aim to improve students' own general speaking skills by encouraging students to adopt aspects of what they hear from the listening exercises into their own speaking.

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

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

**Eva Stahlheber, M.A.**

<b>2520</b> <b>71130</b>	<b>Year 2</b> <b>SLS 2.2 Reading</b>	<b>Web-</b> <b>based</b> <b>format</b>
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Sprachlernseminar 2 KP  
LV-Art Requirements: Final Exam

We recommend that B.A. students take this year 2 course in the winter semester if possible. For B.Ed. students this counts as a year 3 course, but year 2-*Lehramt* students may participate. We recommend students take the Reading course before taking the Writing course.

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

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

The Enrolment Key is "Reading Stahlheber".

The aim of this course is to raise familiarity with a wide range of text types, particularly academic texts, and to 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 are available on the class website.

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





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

**3510 or 3520 Year 3**

**Mon (6)**

**HSZ 204**

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

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* (non-B.A.) 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 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 are all required to act in the final performance!

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

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

**Ü**

**Play Production**

**ZS 1, 419**

Übung

Students will have the chance to put on a play for a public performance at the end of the academic year. Please contact Laura Park.

**Eva Stahlheber, M.A.**

<b>3510 or 3520</b>	<b>Year 3 3.1 or 3.2/GLC 4 Elective: Computer- Assisted Language Learning</b>	<b>Mon(5) Tue (5)</b>	<b>SE 1, 201 SE 1, 201</b>
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Sprachlernseminar 3 KP

Requirements: (1) Written Work/Exam – 50%  
(2) Assignment/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* (non-B.Ed.) students who have passed the *mündliche Prüfung* of the Intermediate Exam. Students may only take 2 courses at this level (year 3/GLC 4).

In this course we will look at and try out different ways of using new technology for language learning purposes. Ranging from CD-ROM-based language learning software to more interactive resources provided through websites and other internet-based communication services, the media presented in this class will help students improve their overall 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 Intermediate Exam.

**Eva Stahlheber, M.A.**

**3510 or 3520 Year 3  
3.1 or 3.2/GLC 4 Creative Writing**

**Thu (5)**

**ZS 1, 325**

Sprachlernseminar 3 KP

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

This course is offered as a Year 3 course to B.A. students as well as a GLC 4 course to *Lehramt* (non-B.Ed.) students and M.A. students who have passed the *mündliche Prüfung* of the Intermediate Exam. Students may only take 2 courses at this level (year 3/GLC 4).

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

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

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

**3510 or 3520 Year 3: GLC 4 *Lehramt* (non-B.Ed.) / Thu (3) SE 2, 123  
3.1 or 3.2 B.A. Classroom English**

Sprachlernseminar 3 KP

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

This course is offered as a GLC 4 course to *Lehramt* (non-B.Ed.) students and M.A. students who have passed the *mündliche Prüfung* of the Intermediate Exam. Year 3 B.A. students may participate if numbers allow. Students may only take 2 courses in total at this level (year 3/GLC 4).

This course is 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 provided.

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

**David Hintz, M.A.**

**GLC 5 Advanced Translation Wed (3) SCH 216b  
Wed (4) ZS 1, 228**

Sprachlernseminar 3 KP

Requirements: Classwork, homework and tests

This course is offered to M.A. and *Lehramt* (non-B.Ed.) students.

This course is intended to be the main preparation course for the translation part of the M.A. 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.

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

**GLC 5 Advanced Essay Writing**

**Tue (4)**

**SE 2, 123**

**Wed (3)**

**SE 2, 123**

Sprachlernseminar 3 KP

Requirements: Classwork, homework and tests

This course is offered to M.A. and *Lehramt* (non-B.Ed.) students.

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**

**Advanced Level**

**Wed (6)**

**HSZ E05**

**Elective: JABS Magazine**

Sprachlernseminar

Requirements: regular involvement (writing, organisation)

This course is offered as an Elective for *Lehramt* (non-B.Ed.) 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: Matriculated for *Lehramt* (non-B.Ed.) and M.A.

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

**David Hintz, M.A.**

**Advanced Level  
Elective: Preparation for Exams**

**Tue (2)**

**ZS 1, 418**

Sprachlernseminar

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

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

**SLS**                      **Novel Language – Language**                      **Wed (4)**                      **SE 1, 215**  
**Master Anglistik**      **for Discussing Literature**  
**und Amerikanistik**

Sprachlernseminar 3 KP

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

This course is offered to Master students of English. In this course we will be using David Lodge's novel *Nice Work* (available from the *TU Buchhandlung*) as the basis for discussing the author's use of language.

Please note that this is NOT a literature course but a language course whose main aim is to provide language practice and support to literature studies. However, as this very amusing work by Lodge combines aspects of literature, linguistics and cultural studies, it should appeal to all students of English and American Studies. We will also take a look at the background to the university situation in Great Britain as described by Lodge. Students will prepare a variety of vocabulary exercises to present to the group, as well as doing some text translation and writing assignments.

Prerequisites: Students must have been accepted for the Master programme in English and American Studies.

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

**Ü**                      **Remedial Skills Development**                      **ZS 1, 419**

Übung

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



***David Hintz, M.A.***

**Ü Remedial Skills Development**

**ZS 1, 431**

Übung

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

***Eva Stahlheber, M.A.***

**Ü Remedial Skills Development**

**ZS 1, 429**

Übung

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

***Eva Stahlheber, M.A.***

**Ü**

**CALL Skills & Materials Design**

**ZS 1, 429**

Übung

This course includes the design and maintenance of language learning websites, exercises and corpora, as well as skills to be acquired around website & exercise design.

Please contact: [eva.stahlheber@tu-dresden.de](mailto:eva.stahlheber@tu-dresden.de)

***David Hintz, M.A.***

**Ü**

**Belmont University – TU Dresden  
Exchange Program**

**ZS 1, 431**

Übung

In this bilateral intercultural exchange program TU-students prepare for and execute a culturally-based language project at Belmont University, Nashville, the results of which are to be displayed and presented in various contexts at the TU-Dresden. Staff prepare and monitor the studies which students follow in the foreign country. In Dresden, a cultural program for the American students is devised and TU-students are encouraged to participate in all aspects of the Americans' program so as to practise their English in a natural context.

Please contact David Hintz.