

SEMESTERMITTEILUNGEN

WINTERSEMESTER 2009/10

Zuletzt geändert am \$, '%"&\$-\$-

Englische Sprachwissenschaft und Mediävistik

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

Dr. Claudia Lange

1110	Introduction to Synchronic Linguistics (+ Tutorials)	Thu (5)	WIL B 321
70110		Thu (6)	ZS 1, 501 ZS 1, 304a SE 2, 103 SE 2, 102 SCH 216b HÜL S 188

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 tutorials which will give you ample opportunity to revise and practise everything you heard about in the lecture.

Recommended reading (available in the SLUB *Lehrbuchsammlung*):

Mair, Christian (2008), *English Linguistics: An Introduction*. Tübingen: Gunter Narr Verlag.

Professor Dr. Ursula Schaefer

**1120
70120**

Medieval England

Tue (4)

GER 52

Ü

2 KP ("Lektürebezogene Hausaufgabe" [in two parts])

When you decided to take up English as one of your B.A. / B.Ed. 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 the end of the course you will have a rough survey knowledge of medieval English history from 450 to 1500 A.D., have become acquainted with some landmarks of medieval cultural development in England and a selection of representative poetic texts of the period. This should make you fit further to pursue Medieval English Studies if you so choose.

Apart from the training to work on clearly delimited questions, the two-part written assignment will have increased your basic academic competences.

The class-roster will be posted on the "Anglistische Sprachwissenschaft" homepage by September 1, 2009.

>UWéi YJbY<cZa UbbžA '5 "

**1120
70120**

English Words

MO (4)

ZS 1, 304a

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

Professor Dr. Ursula Schaefer

2110 **Language and Ideology**
2410
3110
3410

Wed (2)

GER 38

73110
73310
73520

201110

V + KI To earn 3 CP the students have to pass the final exam (to take place in the last meeting, February 3, 2010).
V To earn 1 CP regular attendance is required.

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

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

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

The class-roster will be posted on the "Anglistische Sprachwissenschaft" homepage by September 1, 2009.

This lecture series is accompanied by an "**Arbeitskreis**" (**201120**) for MA students:
Tue (7) ZS 1, 325.

Die Vorlesung bereitet auf die *synchrone* Klausur Sprachwissenschaft zum Staatsexamenstermin Sommer 2010 vor.

Dr. Claudia Lange

2120 Language and Society
2420

Tue (4)

ZEU 118

73120

73130

73320

73330

PS 6 KP (active participation, presentation, research paper)
 3 KP (active participation, presentation or final take-home test)
 1 KP (regular attendance)

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

This course will introduce you to the study of language(s) in relationship to the societies in which they are spoken. We will explore how factors such as age, status, gender, ethnicity influence our linguistic choices and in how far attitudes – our own as well as other people's -- towards accents and dialects pervade our perception of speakers and shape our ideas of what is the 'right' language.

Once we have come to terms with the key notions of the field, we will focus upon sociolinguistic issues that everyone of us is likely to encounter in their daily lives, such as linguistic diversity and (in)equality, bilingualism and the treatment of minority languages in education.

Prerequisites

Successful completion of the *Introduction to Linguistics* (either synchronic or diachronic).

Göran Wolf, M.A.

2120 Grammars of English
2420

MO (3)

GER 39

73120

73130

73320

73330

PS 6 KP (seminar paper, in-class presentation, more details will be announced in class)
 3 KP (topical bulletin board & other assignments to be announced in class)

This course will introduce participants to a small selection of grammar-books of English. Looking at concepts and categories as well as definitions and terminology, we will try to delineate the history of grammars from the Middle Ages up to the present. At all stages we will be interested in what *grammar* means. For Ælfric grammar is the “stæfcræft” which holds the key to “ledenspræce” and “ledenboca”. More than 600 years later in 1655, Charles Butler defines grammar as “de Art of writing and Speaking wel”. Towards the end of the eighteenth century grammar is, according to John Fell, “the Art of Speaking and Writing the English language, agreeably to the established usage of the best and most approved Speakers and Writers”. If in 1886 Benjamin Tweed says that “[i]n the study of grammar, language becomes the object of study and investigation”, we seem to have reached the stage in which grammar is one field of study in the science we call linguistics.

By the end of the class participants will have gained an overview of the main issues related to the history of grammar and grammar-books of English. 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.

The class may be chosen by second year B.A. and B.Ed. students and by students of all *Lehrämter*.

Göran Wolf, M.A.

2220 Introduction to Middle English FR (2) GER 50
2420

73120

73130

73320

73330

PS 6 KP (seminar paper, in-class presentation, more details will be announced in class)
 3 KP (topical bulletin board & other assignments to be announced in class)

Middle English (ME) is a lot more than “English between Old English and Early Modern English”. 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 an ME grammar.

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

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

The class may be chosen by second year B.A. and B.Ed. students and by students of all *Lehrämter*.

the appropriate academic framework. The take-home test serves to increase the competence of handling a given question or a set of such questions with the help of the available literature and to present the solutions in an adequate, principled way.

Prerequisites:

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

The class-roster will be posted on the "Anglistische Sprachwissenschaft" homepage by September 1, 2009.

Das Seminar bereitet auf die *diachrone* Klausur Sprachwissenschaft zum Staatsexamenstermin Sommer 2010 vor.

Professor Dr. Ursula Schaefer

3120 Historical and Recent Trends in Thu (2) BEY 98
3420 Linguistics

73510

201130

201410

202110

202410

HS In order to earn 7CP the students have to

- join a group of up to five students which prepares the texts to be discussed in class
- hand in a research paper / essay (ca. 20 pages) after the end of classes (dead-line: March 15, 2010).

SiH / S In order to earn 3CP the students have to

- pass a take-home test after the end of classes (dead-line: March 1, 2010).

S (Master) 5/8 CP (requirements to be announced in class)

As any other academic discipline linguistics has undergone considerable changes since it had first been established in the middle of the 19c. Landmarks such as the 'Neogrammarians' Manifesto' (1878), the first edition of Saussure's *Cours de linguistique générale* in 1916, or the publication of Chomsky's *Syntactic Structures* (1957) have been regarded as 'turning points' in the discipline. On closer scrutiny we must, however, realize that those 'turning points' have rarely appeared out of the blue but rather more or less explicitly speak out what has been 'in the scholarly air' for quite some time. In the history of the discipline we may, however, see that, for one thing, the setting of 'new trends' often goes along the lines that assign linguistics either to the 'arts' (in the sense of Germ. *Geisteswissenschaften*) or to the '(natural) sciences' (in the sense of Germ. *Naturwissenschaften*). Moreover, we see that – particularly in more recent times – linguistics treads new paths by taking recourse to quantitative methods which have been developed by the social sciences (*Sozialwissenschaften*). Such trends have become all the more viable as empirical (spoken or written) data have become / have been made electronically accessible. From these preliminary considerations the following topics suggest themselves for this seminar: (1) "Philology and Linguistics", (2) "The Neogrammarians", (3) "The Rise and Further Development of Structuralism / 'A Priori-Grammar'", (4) "The Changing Tenets of Generative Grammar", (5) "The Oral / Written Dichotomy" (two sessions), (6) "Corpus Linguistics (two sessions), (7) "The Emergence and Methodological Consequences of Corpus Linguistics" (two sessions), (8) "Grammaticalisation" (two sessions), (9) "Contact Linguistics" and, finally, (10) "Cognitive Linguistics".

By the end of the class the students will have gained an overview of the main issues of the general topic of the seminar and be able critically to assess the relevant literature. They will also have gained the competence further to pursue studies in the fields discussed in class at an advanced level. The presentation serves to increase the competence to work in a group and process the insights gained in this group work for in-class discussion. The research paper serves to increase the competence

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

The class-roster will be posted on the "Anglistische Sprachwissenschaft" homepage by September 1, 2009.

Englische Literaturwissenschaft

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

Prof. Dr. Stefan Horlacher

**1210 Introduction to Literary Studies Tue (3) GÖR 226
70310**

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

This lecture provides a comprehensive introduction to the methods of literary analysis, literary history, and literary criticism. It will introduce students to the basic elements of understanding narrative fiction, poetry, drama, and other literary genres. Special attention will be paid to questions such as: What is literature? What are the main literary genres? How do literary conventions work? How do we interpret literary texts? How do different methods of textual analysis work and why do we need them? What are story, plot, point of view, setting and theme? What do we understand by focalisation, mimesis and diegesis and how do these categories interact to create meaning? Last but not least we shall discuss different methods of interpretation, such as hermeneutics, close reading, semiotics, reader response theory, psychoanalytical criticism, deconstruction, and ask in how far are they relevant for understanding literary texts.

Accompanying Tutorials:

Introduction to Literary Studies is accompanied by a mandatory Tutorial (1 h per week).

Please buy:

- Vera and Ansgar Nünning (eds.). *An introduction to the study of English and American literature*. Barcelona; Stuttgart: Klett, 2004.
- Ansgar Nünning (ed.). *Metzler Lexikon Literatur- und Kulturtheorie*. Stuttgart: Metzler ³2004.
- David Lodge. *Changing Places*. London: Penguin Books 1975.

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

Students who want to take part in this introduction should sign up at Mrs Bader's office.

Hristina Patcheva, M.A.

1220 Short Fiction by Katherine Mansfield and D.H. Tue (4) ZS 1, 501
70320 Lawrence

2220

2420

73120

73130

Ü 2 KP (requirements: regular and active participation and a short presentation)

PS 6 KP (requirements: regular and active participation, short presentation and a term paper)

3 KP (requirements: regular and active participation, short presentation and short written assignment)

This course examines short fiction written by two of the most important twentieth-century writers, D.H. Lawrence and Katherine Mansfield. Even though as authors they are associated with the era of Modernism, their writing certainly transcends such categorization and continues to fascinate. We will explore this fascination by investigating the specificities of the genre of the short story and relating them to the cultural and historical context of the stories. Moreover, we will discuss the forms of representation in the texts, and deepen our understanding of them through critical analysis.

This course aims to consolidate the topics and terminology dealt with in the Introductory Course to English Literature but is also suited for students who have not attended this lecture yet. The course develops students' analytical skills, with a view to the close reading of primary texts as well as related secondary literature. Students will be required to actively participate in class and can expect to prepare one short story and some basic critical or theoretical literature on a weekly basis. The secondary literature will be made available via OPAL, where you will be encouraged to share your critical and analytical comments, views and questions related to your readings in an online forum. Short presentations will also be part of this course.

Please buy

Mansfield, Katherine. *The Garden Party and Other Stories*. London: Penguin, 2007.
(ISBN: 978-0-141-44180-1)

Lawrence, David Herbert. *The Prussian Officer and Other Stories*. London: Penguin, 1995. (ISBN: 978-0-14-018780-9)

Prerequisites

Required reading for the first session will be uploaded onto the OPAL learning platform well in advance.

Prof. Dr. Stefan Horlacher

2210 Literature and Anthropology: A Wed (3) PHY C 213
2410 Survey of British Literature from
3210 William Shakespeare to Ian McEwan
3410

73110
73720

201210

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

This lecture will provide a comprehensive and critical historical survey of the development of British literature from the Renaissance to the present. The theoretical framework adopted will be that of socio-cultural anthropology, in particular with a view to the field of cultural anthropology and the so-called 'anthropological turn in literary studies' (J. Schlaeger). The lecture is divided into three parts. Part One consists of an introduction to the development of cultural anthropology from the nineteenth-century definition centred on culture as 'socially patterned human thought and behaviour' (E. Tylor) to more recent theories drawn from the humanities and the social sciences. These theories variously emphasize the historical, normative, functional, structural and/or symbolic definitions of the term but are united by their focus on comprehending the forces that shape human society, past and present. Part Two will examine these forces in relation to the British cultural context, especially with regard to such interlinked phenomena as censorship and textuality, religion and sexuality. Part Three will focus on the anthropological implications of literary texts and develop the notion that literature as a medium allows insights that exceed philosophical, sociological or psychological theories (W. Iser). Both Parts Two and Three incorporate, amongst other things, a discussion of the function of transgression and taboo as a central anthropological dimension. The basis for discussion is formed by textual excerpts from key authors such as Shakespeare, Webster, Swift, Pope, Sterne, Lewis, Radcliffe, George Eliot, Swinburne, Browning, Tennyson, Meredith, D.M. Thomas, McEwan.

This lecture series is accompanied by an "**Arbeitskreis**" (**201220**) for MA students:
Wed (6) ZS 1, 228.

The first session will take place in the second week of term.

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

~~Dr. Sigrun Meinig~~

~~Modernism Across Arts and Media~~

~~Mon (5)~~

~~HSZ E 03~~

Diese Veranstaltung entfällt im WS 2009/10 und wird im SS 2010 angeboten.

Dr. Sigrun Meinig

**2220
2420**

Crime Fiction: Genre and Popularity

Wed (4)

SCH A 01

**73120
73130**

PS

6 KP (active participation, group work, *Hausarbeit*)

3 KP (active participation, group work, synopsis or presentation)

1 KP (active participation, group work)

According to Richard Alewyn, reading crime fiction is a pursuit people love to engage in but prefer not to talk about because of the taint of popularity that adheres to the genre. In this seminar, we will follow recent criticism and break the silence: we explore the popular genre of crime fiction to deepen our understanding of the strategies and tools of literary studies. The seminar introduces students to the genre and its characteristics as well as functions. By reading highly popular – and highly readable – novels, we will gain further insight into the central workings of the genre by also analysing subgenres such as espionage fiction. Reading the novels, we engage with the notion of popularity and its cultural relevance especially in the field of literature. By concluding the seminar with *Saturday* (2004) by Ian McEwan, a literary text which offers a representation of crime – one in which literature intriguingly has the power to avert violent crime – we will round up our understanding of the *topos* of crime in literature.

Readings

Please purchase:

- Wilkie Collins. *The Moonstone*. 1868. (please purchase an edition with notes and introductory material)
- John Le Carré. *The Spy Who Came in From the Cold*. London: Hodder, 2006. (ISBN 978-0-340-92424-2, please purchase this edition only)
- Mo Hayder. *Birdman*. London: Dell, 2000. (ISBN 978-0440236160, please purchase this edition only)
- Ian McEwan. *Saturday*. 2004

Prerequisites

We will read the texts in the sequence given, so please begin by reading *The Moonstone*.

Wieland Schwanebeck

1220 **University Unleashed:**
70320 **The Angloamerican Academic Novel**

Wed (6)

HSZ E 05

2220

2420

73120

73130

PS 6 KP (active participation, group work, *Hausarbeit*)
 3 KP (active participation, group work, synopsis or presentation)
 1 KP (active participation, group work)
Ü 2 KP (regular, active participation, synopsis or presentation)
 1 KP (regular, active participation)

Specified requirements to be announced.

The University is not only responsible for analysing texts, sometimes it becomes the subject of literature itself: in the Angloamerican world, the campus has provided the background for a wide range of narratives, from romance to detective fiction. However, it was only in the aftermath of World War II and due to fundamental changes to the British education system, that authors like Kingsley Amis or David Lodge set out to establish a distinctive genre of Academic fiction: the *Campus Novel* (or, alternatively, Academic Novel). Surprisingly, these texts rarely deal with stern theorising and scientific innovation; instead, their key topics include power politics, marital life, infidelity, and travel; their tone is playful, witty and humorous, and they are usually fun to read.

In this seminar, we want to approach the genre by examining its basic components and some of its key narrative techniques. Students will be introduced to the categories of analysing prose texts (such as narrative situations, plot, spatial categories).

We may also take a look at some excerpts from American campus fiction (e.g. Vladimir Nabokov, Philip Roth) and their adaptations, and examine the key differences between Britain and the USA in this context.

Readings

We will discuss excerpts from the following texts:

Evelyn Waugh: *Brideshead Revisited* (1945) / Vladimir Nabokov: *Pnin* (1957) / David Lodge: *Changing Places* (1975), *Small World* (1985), *Nice Work* (1988) / Malcolm Bradbury: *The History Man* (1975), *Why Come to Slaka?* (1986) / Alexander McCall-Smith: *Portuguese Irregular Verbs* (2003)

The respective chapters will be made available in a reader at the beginning of the term.

We will read the full text of Kingsley Amis's novel *Lucky Jim* (1954).

Please purchase the Penguin Classics Edition of the novel (with David Lodge's introduction, ISBN 0141182598) and start reading.

Dr. Sigrun Meinig

3220 Shakespearean Tragedies
3420

Tue (4)

ASB 328

73710

201230

201510

202210

202510

HS	7 KP	(active participation, group work, Hausarbeit)
SiH	3 KP	(active participation, group work, synopsis or presentation)
S	3 KP	(active participation, group work, synopsis or presentation)
	1 KP	(active participation, group work)
S (Master)	5/8 KP	(requirements to be announced in class)

William Shakespeare's Great Tragedies, as they are usually referred to, owe their renown to their ambiguity in terms of their construction of the tragic. They oscillate between notions of fate and inklings of a modern view of the individual. In this seminar, we will engage with constructions of the tragic in *King Lear* (1605/6), *Macbeth* (1606-11), *Hamlet* (1599-1601) and *Othello* (1603-4). To this end, we will situate the tragedies in Shakespeare's oeuvre and briefly relate the Great Tragedies to representations of the tragic in the other Shakespearean tragedies. In addition to considering the context of the plays and working with Shakespeare criticism, we will make different approaches from contemporary literary theory fruitful for our readings, especially psychoanalytic criticism, deconstruction, gender and postcolonial criticism.

Readings

Please **purchase** the following texts. The **only acceptable edition** for each play is the **latest Arden edition**. The year of publication in Arden as well as the ISBN are listed:

- William Shakespeare, *King Lear* (1997), ISBN 978-1903436592
- William Shakespeare, *Macbeth* (2001), ISBN 978-1903436486
- William Shakespeare, *Hamlet* (2005), ISBN 978-1904271338
- William Shakespeare, *Othello* (2001), ISBN 978-1903436455

Prerequisites

You are expected to read the plays during the break and to reread them during the seminar.

This course prepares students for the "Schriftliches Staatsexamen: Klausur Englische Literaturwissenschaft" in the spring/summer 2010.

Prof. Dr. Stefan Horlacher

3220 From Modernism to Postmodernism: Thu (3) GER 39
3420 John Fowles's Literary Work

73710

201230

201510

202210

202510

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

John Fowles's novels, novellas and short stories, characterized by a playfulness not often found in British fiction of the sixties and seventies, are not only fun to read, but also philosophically as well as aesthetically extremely interesting. Moreover, many of Fowles's books – such as *The Ebony Tower*, *The French Lieutenant's Woman* or *The Magus* – have since been made into popular films, further indicating that even today these novellas and novels have lost nothing of their fascination. This seminar will focus on the following points: How do the playfulness and metafiction in Fowles's novels work? How are men and women represented in these texts? What is the philosophical dimension to Fowles's work? How are media such as television and paintings represented, functionalized and even critiqued? On what images of nature/civilization, in particular with reference to America, do the texts draw?

The first session will take place in the second week of term.

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

NB: This course prepares students for the "Schriftliches Staatsexamen: Klausur Englische Literaturwissenschaft" in the spring/summer 2010.

Please buy

- John Fowles: *Daniel Martin*. Picador: London 2001.
- ----. *The French Lieutenant's Woman*. Vintage: London 2004.
- ----. *The Ebony Tower*. Vintage: London 2006.

Prerequisites

You are expected to read *The French Lieutenant's Woman* before the start of the seminar.

Prof. Dr. Stefan Horlacher

3220 **Howard Brenton, Sam Shepard, LeRoi** **Tue (5)** **ZEU 114**
3420 **Jones, or: Manhood in Contemporary**
 British and American Theatre

73710

201230

201510

202210

202510

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

In this seminar – the January sessions of which will be co-taught with Prof. Kevin Floyd – we will consider representations of masculinity in a small number of stage plays that appeared after World War II in the UK and the US. During the first two or three sessions, we will explore the challenges the emerging field of masculinity studies presents for literary studies by introducing some of the most important theoretical approaches to masculinity and gender identity. This theoretical framework will then be applied to two representative British as well as American plays: Howard Brenton's *The Romans in Britain* (1980) and *Bloody Poetry* (1984); LeRoi Jones's (aka Amiri Baraka) *Dutchman* (1964) and Sam Shepard's *True West* (1980).

Brenton's *The Romans in Britain* sparked public political outrage in the UK, featuring as it did "a confluence of controversial subjects remarkable in a single work" (Beacham), i.e. imperialism, colonialism, contemporary UK politics, British and Irish founding myths, murder, homosexual rape and male nudity. In *Bloody Poetry* the role and function of art are foregrounded and – as with its more notorious predecessor – contemporary constructions of history are critically examined alongside the way in which past events but also forms of masculinity undergo an ongoing process of mythologization. If *The Romans in Britain* depicts a kind of transhistorical violent masculinity linking the successive Roman and Saxon invasions of respectively Celtic and Romano-Celtic Britain to the contemporary British involvement in Northern Ireland, the American plays demonstrate how specific issues of masculine violence are closely entangled with pervasive redefinitions of American masculinity in the decades following World War II. Jones's *Dutchman*, a disturbing short play about an encounter between a black man and a white woman on a New York subway, is a highly sexualized and ultimately violent allegory of race relations in the US during the sixties. Shepard's *True West* raises questions about the viability – in the suburbanized, 'domesticated' middle-class world of the post-war period – of traditional American ideals of autonomous, 'frontier' manhood.

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

Please buy:

Sam Shepard. *1943 True West*. Samuel French Ltd (1996); ISBN-10: 0573617287; ISBN-13: 978-0573617287.

LeRoi Jones. *Dutchman and The Slave*. Harper Perennial (1971); ISBN-10: 0688210848; ISBN-13: 978-0688210847.

Howard Brenton. *Plays*. Vol 2. Methuen Drama (1990); ISBN-10: 0413614905; ISBN-13: 978-0413614902

Please Note: This seminar is designed as a compact seminar. The first sessions of the seminar will take place in weeks three and five. The seminar itself will take place on January 9th and 10th 2010 (Saturday and Sunday). Students who want to take part in this seminar should be prepared to give a short oral presentation (15 minutes).

Kulturstudien Großbritanniens

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

Prof. Dr. Thomas Kühn

1310 Introduction to British Cultural Thu (2) HSZ 401
70510 Studies

EK+T 4 KP (requirements see below)

This course aims at

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

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

To acquire 4 credit points students have to attend regularly and actively, pass the homework assignments for the tutorial, the mid-term test and the final test at the end of the semester.

Coursebooks:

J. O'Driscoll, *Britain*, Oxford: OUP. Editions from 2005 and later.

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

A reader will also be provided by the beginning of the semester.

Christian Schlemper, M.A.

1320 **“Rule Britannia – Britannia rule the** **Mo (6)** **ZS 1, 501**
70520 **waves“ – Britain 1815-1914**

Ü 2 KP (regular & active participation, oral presentation, test)

After the final defeat of Napoleon at Waterloo, Britain ushered into a century of prosperity, peace and global dominance. This era became known as Pax Britannica – Britain was the leading industrialized nation, shipped the world’s goods aboard her merchant marine, financed and insured a global economy, expanded her empire until a third of the globe was “coloured in red” and defended her position with a navy of unprecedented size. A certain unease arose in society at the end of the century when her predominant position was threatened by the rise of Germany and United States.

The seminar takes a closer look at the history of Britain from 1815 till 1914. We will analyse speeches and articles and study selected biographies. In the context of the historiography we will focus on the British economy, her political and social development and look how Britain’s rise influenced the public mood and is reflected in popular culture.

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

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

Prof. Dr. Thomas Kühn

2310 19th Century British Cultural History Fr (2) WIL B 321

2410

3210

3410

73310

201310

V + Klausur 3 KP (written test)

V (Teilnahme) 1 KP (regular attendance)

The years of Queen Victoria's reign (1837 – 1901) are widely perceived as the epitome of 19th century Britain. However, beyond a mere chronological periodisation, the beginning and end are as difficult to determine as its contents.

Great tensions and contradictions turn the period into a fascinating object of study for – not only – cultural historians: They range from an optimistic belief in inevitable progress to a fundamental scepticism about man's place in the universe through the loss of old faiths and traditional sets of values; they are constituted by technical and scientific advances on an unprecedented scale, by double moral standards and prudery, by capitalism with incredible financial gains and deep social misery, by the political and social dominance of the middle classes, the rise of the working classes and their increasing political participation, but also by imperialism and the British Empire at its most powerful.

In the lecture crucial elements of 19th century culture(s) will be addressed as signifying processes and representations. The picture of the century's facets and tensions presented in this lecture intends to offer links in two directions:

- the construction of cultural contexts in general, and
- the construction of cultural practices of our own time as an inheritance of the 19th century in particular.

This lecture series is accompanied by an "**Arbeitskreis**" (201320) for MA students:
Wed (7) ZS 1, 418.

Anna-Maria Gramatté (M.A.)

**2320
2420**

Multicultural Britain

Tue (3)

BEY 68

**73320
73330**

PS

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

3 KP (regular & active participation, oral presentation)

1 KP (regular & active participation)

"[M]ulticulturalism is indisputably a fact of British political and social life." (Hansen, 2000)

"Hostility to multiculturalism has increased in contemporary British society." (McGhee, 2008)

It has often been said that Britain is the model multicultural society in the 21st century. But is it? In this seminar we will look at some of the aspects of a 'multicultural Britain', e.g. the changing concept of 'citizenship', the issue of British nationalism and racism, questions of identities, and the general economic, political, social and cultural impact of migration on Britain.

We will also try to acquaint ourselves with the history of immigration to Britain since 1945, developments over the decades as well as the impact of 9-11 and recent anti-terror legislation on Britain's multicultural society.

By looking at a wide range of representations, e.g. speeches, newspaper articles, films, novels, public opinion surveys, and academic and non-academic texts, we should arrive at a clearer picture of Britain and its multicultural present.

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). **The class will only work with no more than 30 participants.**

Prof. Dr. Thomas Kühn

3220 “Mass Society and the Printing Press Wed (3) ZEU 147
3420 in 19th Century Britain“

73710

201330

201610

202310

202610

HS	7 KP (regular, active participation, oral presentation, academic essay)
S	3 KP (regular & active participation, oral presentation)
SiH	3 KP (regular & active participation, oral presentation)
	1 KP (regular & active participation)
S (Master)	5 KP (regular, active participation, oral presentation, academic essay)
S (Master)	8 KP (regular, active participation, oral presentation, research paper)

The *Forster's Education Act* of 1870 made primary school education accessible to the majority of the English population so that by the end of the century over 90% were literate and demanded access to printed material. However, the rise of mass literacy was only one factor in the rise of the printing press; others were technical advances in production and distribution, e.g. making possible *The Daily Mail's* circulation of over two million by 1902. Thus, popular newspapers, weeklies, books, journals and periodicals contributed to a far-reaching cultural shift in the 19th century. On the basis of an introduction to technical, demographic, and social changes, we will think about and discuss major implications of the development of the printing press for the rise of mass literacy and mass society in the 19th century. As the “rise of the masses“ was perceived as a threat by many middle class cultural critics such as Matthew Arnold, the implications for and the reaction by the dominant bourgeois society will be taken into account as well as literary reflections by – mostly – middle class writers like Charles Dickens and others.

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

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

NB: This course prepares students for the “Schriftliches Staatsexamen: Klausur Kulturstudien Großbritanniens” in spring 2010.

Prof. Dr. Thomas Kühn

**3220 Sports (and Film)
3420**

Thu (5)

HSZ 204

73710

201330

201610

202310

202610

HS	7 KP (regular, active participation, oral presentation, academic essay)
S	3 KP (regular, active participation, oral presentation)
SiH	3 KP (regular, active participation, oral presentation) 1 KP (regular, active participation)
S (Master)	5 KP (regular, active participation, oral presentation, academic essay)
S (Master)	8 KP (regular, active participation, oral presentation, research paper)

“Probably the battle of Waterloo was won on the playing-fields of Eton“ is an apocryphal quote by Arthur Wellesley, the 1st Duke of Wellington. From England in particular, sports as we know them today spread across the globe. Some, like Cricket, remained within the confines of the British Empire while others, like football and athletics, have become globally successful.

In the first part of the semester the seminar will sketch “English“ sports from a historic perspective. We will start with the beginnings of organized sports in public schools and factories and end up with today’s – not only – commercialised set-up taking into account social, economic, political, and other aspects. The second part of the seminar will take a closer look at representations of particular exemplary sports and their construction of class, ethnic, gender, national and other identities in films. Here we will concentrate on three sports in three different periods: *Lagaan* (2001) deals with 19th century colonialism and cricket, *Chariots of Fire* (1981) with representations of gender, class and national identities in athletics during the 1920s, and *Bend It Like Beckham* (2002) with contemporary class, gender and ethnic aspects in football. Other suggestions are welcome.

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

Prof. Dr. Thomas Kühn with Prof. Dr. Stefan Horlacher

202710 Oberseminar

Tue (6)

WIL C 106

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.

Note: participation is voluntary; i.e., students will not receive a credit (exception: students in the new Master program will be able to attend this colloquium as part of the Module "Wissenschaftliche Praxis 2": Peer Colloquium).

Kulturstudien Nordamerikas

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

P. Lange, M.A.

1310 70510	Introduction to American Cultural Studies (online course)	Thu (4)	On-line
---------------	--	---------	---------

EK 4 KP (requirements to be announced in class)

This course will introduce students to the key themes 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.

This course will take place for the first time as an online course. A first meeting of the class will be in the first week of the semester: Thursday, October 15, HSZ 105.

Students who want to take part in this course should register via e-mail (paullange1@gmx.de) until October 2nd, 2009.

Prof. Dr. Brigitte Georgi-Findlay

2310 American Cultural History 2 Tue (5) BEY 81
2410 ((Revolution to Civil War)
3310
3410

73310
73920

201310

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

This lecture course deals with the developments in American social and cultural history from the late 18th century (American Revolution) to the Civil War. It will touch upon issues such as the Early Republic, westward expansion and the frontier, slavery and the Civil War, urbanization, industrialization and the emergence of a middle class culture as well as developments in popular and high culture.

This lecture course is accompanied by an "**Arbeitskreis**" (**201320**) for MA students:
Thu (7) ZS 1, 325.

Prof. Dr. Brigitte Georgi-Findlay

2310 The American West
2410
3310
3410

Wed (2)

HSZ 401

73310
73920

201310

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

This lecture course deals with the history of the American West as a social and cultural space (economic, political and sociocultural developments, including urbanization and industrialization) in the context of high degrees of ethnic, racial, and cultural diversity. Since the American West has always had a special place in the American (and European) imagination as an often mythical space of regeneration, another focus of the course will be on the West as an imaginary construct (in various media such as art, the western film, music).

This lecture series is accompanied by an "**Arbeitskreis**" (**201320**) for MA students:
Thu (7) ZS 1, 325.

Prof. Dr. Brigitte Georgi-Findlay

2320 Survey of American Culture
2420

Mon (3)

HSZ E 01

73320
73330

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

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.

Eric C. Erbacher, Doktorand

Allgemeine Qualifikation (AQua):
Academic Research and Writing in
English

Blockseminar Date and place
Februar/ März to be announced
2010

This AQuA-course will familiarize students of various levels with strategies for successful academic research and writing. Starting with the development of a suitable topic, students will learn how to conduct efficient research, how to effectively read academic texts and gather relevant information, how to organize their outline into a coherent draft, and how to turn this draft into a stylistically and formally correct as well as logical and readable academic research paper. Using both general exercises as well as students' individual research papers, emphasis will be as much on overall structuring and composition as on correct referencing and quotations.

Participants are encouraged to contribute suggestions for additional topics to be discussed.

Please register by e-mail to eric-erbacher@gmx.de, stating your subjects and year of study.

Prof. Dr. Brigitte Georgi-Findlay

3320 Topics of American Studies: Thu (3) GER 37
3420 Regional America

73910

201330

201610

202310

202610

HS 7 KP (requirements to be announced in class)

SiH 3 KP (requirements to be announced in class)

S 3 KP (requirements to be announced in class)

1 KP (requirements to be announced in class)

S (Master) 5/8 KP (requirements to be announced in class)

This course will focus on the regional diversity of North America in terms of history, demographics and culture. Although the focus will be on the South and the West/Southwest, there will be "room" for other regions, regional phenomena and histories.

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

Dieser Kurs bereitet auf das schriftliche Staatsexamen im Bereich "Amerikanische Kultur" im Frühjahr 2010 vor.

Alexandra Schein and Prof. Dr. Brigitte Georgi-Findlay

3320	Topics of American Studies: Irish	Blockseminar	Date and place
3420	Americans in American Popular	Februar/März	to be
	Culture	2010	announced
73910			
201330			
201610			
202310			
202610			
HS	7 KP	(requirements to be announced in class)	
SiH	3 KP	(requirements to be announced in class)	
S	3 KP	(requirements to be announced in class)	
	1 KP	(requirements to be announced in class)	
S (Master)	5/8 KP	(requirements to be announced in class)	

Irishness sells. Irish-Americans have made a remarkable journey within the US-American social fabric and they now serve as an example for successful integration and ethnic distinctiveness going together. But what is behind those success stories? How has "Irishness" been dealt with and what contradictions exist within the popular discourse? What makes stories about Irish-Americans so popular at the moment?

In this course we will deal with the aspects of ethnicity in popular culture by looking at Irish-Americans and how they appear in various areas of American culture. We will be looking at movies, literature, print media and music in detail to find out how ethnicity can be exploited and used in popular culture. We will discover and highlight problems of identification, stereotyping, and ethnicity.

We will meet for an introductory session in November and then split into working groups to gather information on different aspects. The findings will then be discussed during one week in February.

To sign up for this course please contact Ms. Schein (alexandra.schein@web.de) until September 15, 2009.

Prof. Dr. Brigitte Georgi-Findlay

202710 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 a credit (exception: students in the new Master program will be able to attend this colloquium as part of the Module "Wissenschaftliche Praxis 2": Peer Colloquium).

Amerikanische Literaturwissenschaft

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

Prof. Dr. Stefan Horlacher

1210 Introduction to Literary Studies Tue (3) GÖR 226
70310

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

This lecture provides a comprehensive introduction to the methods of literary analysis, literary history, and literary criticism. It will introduce students to the basic elements of understanding narrative fiction, poetry, drama, and other literary genres. Special attention will be paid to questions such as: What is literature? What are the main literary genres? How do literary conventions work? How do we interpret literary texts? How do different methods of textual analysis work and why do we need them? What are story, plot, point of view, setting and theme? What do we understand by focalisation, mimesis and diegesis and how do these categories interact to create meaning? Last but not least we shall discuss different methods of interpretation, such as hermeneutics, close reading, semiotics, reader response theory, psychoanalytical criticism, deconstruction, and ask in how far are they relevant for understanding literary texts.

Accompanying Tutorials:

Introduction to Literary Studies is accompanied by a mandatory Tutorial (1 h per week).

Please buy:

- Vera and Ansgar Nünning (eds.). *An introduction to the study of English and American literature*. Barcelona; Stuttgart: Klett, 2004.
- Ansgar Nünning (ed.). *Metzler Lexikon Literatur- und Kulturtheorie*. Stuttgart: Metzler 2004.
- David Lodge. *Changing Places*. London: Penguin Books 1975.

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

Students who want to take part in this introduction should sign up at Mrs Bader's office.

PD Dr. Angelika Köhler

1220 Challenging Short Story Traditions: Thu (4) ZS 1, 501
70320 New Voices at the Turn of the Century

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

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

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

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

Prof. Dr. Hans-Ulrich Mohr

2210 American Drama: Fri (2) HSZ 401
2410 Developments, Movements,
3310 Representative Texts
3410

73110

201210

V+KI 3 KP (for passing the final written full exam)

V 1 KP (for a light version of the final written exam)

This lecture course deals with the two centuries of the history of American Drama, setting out from the last third of the 18th century and moving up to the 21st century. In the 19th century, the development of the *drama* was as rich as it was diffuse, because of the open, dynamic, and yet still undefined public cultural scene. Thus the world of the *theatre* will be taken into account to a larger extent with the contributions of its popular strands, such as the vaudeville, the Minstrel Show etc.

After the First World War, America produced dramatists of international reputation, as for example Eugene O'Neill, winner of the Nobel Prize for Literature. The worldwide significance of American drama became fully established after WW2 with the work of Arthur Miller, Tennessee Williams and Edward Albee. And today, names like Sam Shepard, David Mamet or the experiments of the (New York) Wooster Group and of Robert Wilson represent the most relevant developments.

A written final exam (Klausur) will be held in the last session. More details at the first meeting.

Recommended reading:

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

Grabes, Herbert. *Das amerikanische Drama des 20. Jahrhunderts*. Stuttgart: Klett-Verlag, 1998.

This lecture course is accompanied by an "**Arbeitskreis**" (201220) for MA students: **Thu (6) ZS 1, 418**.

PD Dr. Angelika Köhler

**2220
2420**

**20th Century Images of
the American South**

Mon (4)

ZS 1, 418

**73120
73130**

PS

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

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

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

Till Grahl, M.A.

**2220 From Scratch to Script –
2420 A Scriptwriting Workshop**

Wed (5)

HSZ 405

73120

73130

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

“Film is structure“, says William Goldman, one of Hollywood’s most successful authors, and thereby insinuates that more is needed than an exciting idea and a lot of imagination: Artisanry and the knowledge of basic plot patterns are just as important to finish a film script.

It’s the aim of this class to develop a complete screenplay from scratch. In order to do so, we will first take a closer look at genres, narrative patterns, character constellations and their development, before we learn more about basic rules of script writing and start trouble-shooting for the individual projects. Participants are required to do weekly writing assignments and to put them up for discussion.

Recommended Reading:

Field, Syd: *Filme Schreiben*, Europa Verlag, Hamburg, 2001.

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

Hant, C.P.: *Das Drehbuch*, Zweitausendeins, Frankfurt, 2000.

Hiltunen, Ari: *Aristoteles in Hollywood*, Bastei-Lübbe, Bergisch Gladbach, 2001.

Kurz, Sibylle: *Pitch It!*, Bastei-Lübbe, Bergisch-Gladbach, 2000.

Mamet, David: *Bambie vs. Godzilla*, Vintage Books, New York, 2007.

Mamet, David: *Die Kunst der Filmregie*, Alexander Verlag, Berlin, 2001.

McKee, Robert: *Story*, Alexander Verlag, Berlin, 2001.

Seger, Linda: *Das Buch zum Drehbuch*, Zweitausendeins, Frankfurt, 2001.

Tobias, Ronald B.: *20 Masterplots*, Zweitausendeins, Frankfurt, 2000.

Vogler, Christopher: *Die Odyssee des Drehbuchschreibers*, Zweitausendeins, Frankfurt, 1999.

Prof. Dr. Hans-Ulrich Mohr

2220 Analyzing American Poetry
2420

Wed (4)

HSZ 405

73120
73130

PS 6 KP (requirements see below)
 3 KP (requirements see below)

This course is for students who have successfully completed the "Introduction to Literature and the Media". We want to practice the means and tools of describing and analyzing poetry. The texts chosen here are mainly longer poems of the the 20th century written by outstanding American poets. In this sense, the notion that poems are structurally comparable or even similar to pictures is extended by including an element of narrative, thus making our work more complex and hopefully rewarding. Authors dealt with will be such as Robert Frost, Carl Sandburg, Wallace Stevens, William Carlos Williams, Hart Crane, T.S. Eliot, E.E. Cummings, Robert Duncan, Gwendolyn Brooks, Allen Ginsberg, Adrienne Rich, Anne Sexton, John Ashbery.

After a few introductory sessions and a model analysis, the participants are asked to try themselves and make an oral presentation (for 3 CPs). Working this out into a 12-15 page paper on topics addressed by the poem under discussion will be awarded with 6 CPs.

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

PD Dr. Angelika Köhler

3320 The 1950s and 1960s in American Wed (3) ZS 1, 418
3420 Literature

73910

201230

201510

202210

202510

HS	7 KP	(regular and active participation; oral presentation; research paper)
SiH	3 KP	(regular and active participation; oral presentation)
S	3 KP	(regular and active participation; oral presentation)
	1 KP	(regular and active participation; brief oral presentation)
S (Master)	5/8 KP	(requirements to be announced in class)

During the 1950s and 1960s, American literature witnessed the growth of a new generation of writers whose works articulated the inevitability to reconsider traditional identity concepts against the background of increasing tensions between individual quests and the demands of social conformity. In this course we want to read and discuss a variety of texts from these two decades of American literary history that give evidence of the diversity of artistic expression and the eclecticism of forms of public awareness, ranging from Allen Ginsberg's beat poetry to William S. Burroughs's, from Robert Lowell's lyrical confessions to the innovative poetry of the New York School, from Tennessee Williams's experiments with language and dramatic form to Edward Albee's plays of psycho-social conflict, and from Bernhard Malamud's metaphysically enriched worlds to Thomas Pynchon's rather unstructured realities in *The Crying of Lot 49*.

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

This course prepares students for the "Schriftliches Staatsexamen: Klausur Amerikanische Literaturwissenschaft" in Spring 2010.

Prof. Dr. Hans-Ulrich Mohr

3320 Science Fiction Films
3420

Thu (3)

HSZ 405

73910

201230

201510

202210

202510

HS	7 KP (oral presentation + academic paper of 12-15 pp.)
SiH	3 KP (oral presentation)
S	3 KP (oral presentation)
	1 CP (writing the minutes of one session)
S (Master)	5/8 KP (requirements to be announced in class)

Science Fiction is a term that is difficult to define, although almost everybody has a sense of what SF is. The reason is that it is an extremely comprehensive as well as hybrid 'genre'. The OED defines it as "imaginative fiction based on postulated scientific discoveries or spectacular environmental changes set in the future or on other planets and involving space or time travel". We want to deal with films that involve

1. Space Travel (invasions, friendly encounters, extended adventure scenarios)
2. Time Travel ("Back to the future")
3. Dystopian Societies (Functionalized worlds, scientific catastrophies, post-catastrophic worlds)
4. Brain Experiments
5. Parodies
6. Transcending the Genre (e.g. *2001*)

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:

Alien, Alphaville, Back to the Future, Blade Runner, Brazil, Close Encounters of the Third Kind, Escape From New York, ExistenZ, Flatliners, Galaxy Quest, Jurassic Park, The Matrix, Metropolis, Robocop, Sleeper, Solaris, Star Trek II: The Wrath of Khan, Star Wars Episode IV: A New Hope, Total Recall, The Truman Show, Twelve Monkeys, Videodrome, 2001.

Recommended introduction:

Filmgenres: Science Fiction, ed. Thomas Koebner. Stuttgart: Reclam, 2003

This course prepares students for the "Schriftliches Staatsexamen: Klausur Amerikanische Literaturwissenschaft" in Spring 2010.

Prof. Dr. Hans-Ulrich Mohr

3320 The Drama of Psychological Realism Thu (5) HSZ 405
3420

73910

201230

201510

202210

202510

HS	7 KP	(oral presentation + academic paper of 12-15 pp.)
SiH	3 KP	(oral presentation)
S	3 KP	(oral presentation)
	1 KP	(writing the minutes of one session)
S (Master)	5/8 KP	(requirements to be announced in class)

This seminar deals with the texts that constitute the main body of American Drama in the 20th century. The authors we read are O'Neill, Arthur Miller, Tennessee Williams and Edward Albee whose main works were written between 1925 and 1970. Analyzing and discussing their texts will help us to understand the way dramas are constituted and how they function. We will also learn something about the epoch specific concerns of those plays: their conceptions of men and women and how they imagined a better world by identifying and correcting deficits in social structure that had an effect on individual psychology.

After three introductory sessions, teams of 2-3 students should 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 plays are suggested for analysis and discussion:

Eugene O'Neill: *Anna Christie* (1921), *All God's Chillun Got Wings* (1924), *Strange Interlude* (1924), *The Iceman Cometh* (1946), *A Long Day's Journey into Night* (1956)

Arthur Miller: *All My Sons* (1947), *The Death of a Salesman* (1949), *After the Fall* (1964)

Tennessee Williams: *The Glass Menagerie* (1945), *A Streetcar Named Desire* (1947), *Cat on a Hot Tin Roof* (1955), *Sweet Birth of Youth* (1959), *The Night of the Iguana* (1961)

Edward Albee: *The Death of Bessie Smith* (1960), *Who's Afraid of Virginia Woolf?* (1962)

Recommended introductory reading:

Gerald M. Berkowitz. *American Drama of the Twentieth Century*, London-New York: Longmans, 1992 ff.

This course prepares students for the "Schriftliches Staatsexamen: Klausur Amerikanische Literaturwissenschaft" in Spring 2010.

Prof. Ann Hostetler

3320 The American Selves and their Mon (4) ZS 1, 325
3420 Communities

73910

201230

201510

202210

202510

HS	7 KP	(regular and active participation; oral presentation; research paper)
SiH	3 KP	(regular and active participation; oral presentation)
S	3 KP	(regular and active participation; oral presentation)
	1 KP	(regular and active participation; brief oral presentation)
S (Master)	5/8 KP	(requirements to be announced in class)

This is an American literature survey course, emphasizing the new ways in which the "self" was conceptualized and liberated in America, as well as the way in which it was restricted. On the other hand, America needed to invent a pluralist society in order to incorporate the many selves--and their communities--that emigrated there into some sort of republic. So, from the very beginning, the tension between liberated selves and civic obligation informs American literature and the ways in which it constructs the self. Seemingly opposite movements such as the Great Awakening and Abolition, Transcendentalism and Feminism are mutually enhancing in this narrative, because the liberation of the self--and the salvation of the self--are so central to all of these movements. Beginning with Puritan diaries and sermons that conceive of the self and its relationship to religious communities, this survey explores the themes of self and community in the tradition of American autobiography, slave narrative, personal lyric poetry from Whitman and Dickinson to modern confessional and contemporary Slam poetry, and such novels as Chopin's *The Awakening*, Larsen's *Quicksand*, Ellison's *Invisible Man*, Leslie Silko's *Ceremony*. Thus we will ask, "what constitutes the self" in each of these works, "what American tradition of the self does it draw on and/or critique?" and "what are the constraints on the self" in each of the texts.

Prof. Dr. Stefan Horlacher

3220 Howard Brenton, Sam Shepard, LeRoi Jones, or: Manhood in Contemporary British and American Theatre **Tue (5)** **ZEU 114**
3420

73710

201230

201510

202210

202510

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

In this seminar – the January sessions of which will be co-taught with Prof. Kevin Floyd – we will consider representations of masculinity in a small number of stage plays that appeared after World War II in the UK and the US. During the first two or three sessions, we will explore the challenges the emerging field of masculinity studies presents for literary studies by introducing some of the most important theoretical approaches to masculinity and gender identity. This theoretical framework will then be applied to two representative British as well as American plays: Howard Brenton's *The Romans in Britain* (1980) and *Bloody Poetry* (1984); LeRoi Jones's (aka Amiri Baraka) *Dutchman* (1964) and Sam Shepard's *True West* (1980). Brenton's *The Romans in Britain* sparked public political outrage in the UK, featuring as it did "a confluence of controversial subjects remarkable in a single work" (Beacham), i.e. imperialism, colonialism, contemporary UK politics, British and Irish founding myths, murder, homosexual rape and male nudity. In *Bloody Poetry* the role and function of art are foregrounded and – as with its more notorious predecessor – contemporary constructions of history are critically examined alongside the way in which past events but also forms of masculinity undergo an ongoing process of mythologization. If *The Romans in Britain* depicts a kind of transhistorical violent masculinity linking the successive Roman and Saxon invasions of respectively Celtic and Romano-Celtic Britain to the contemporary British involvement in Northern Ireland, the American plays demonstrate how specific issues of masculine violence are closely entangled with pervasive redefinitions of American masculinity in the decades following World War II. Jones's *Dutchman*, a disturbing short play about an encounter between a black man and a white woman on a New York subway, is a highly sexualized and ultimately violent allegory of race relations in the US during the sixties. Shepard's *True West* raises questions about the viability – in the suburbanized, 'domesticated' middle-class world of the post-war period – of traditional American ideals of autonomous, 'frontier' manhood.

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

Please buy:

Sam Shepard. *1943 True West*. Samuel French Ltd (1996); ISBN-10: 0573617287; ISBN-13: 978-0573617287.

LeRoi Jones. *Dutchman and The Slave*. Harper Perennial (1971); ISBN-10: 0688210848; ISBN-13: 978-0688210847.

Howard Brenton. *Plays*. Vol 2. Methuen Drama (1990); ISBN-10: 0413614905; ISBN-13: 978-0413614902

Please Note: This seminar is designed as a compact seminar. The first sessions of the seminar will take place in weeks three and five. The seminar itself will take place on January 9th and 10th 2010 (Saturday and Sunday). Students who want to take part in this seminar should be prepared to give a short oral presentation (15 minutes).

Englische Sprache und Literatur und ihre Didaktik

Prof. Dr. Andreas Marschollek

71310	Reflected Practice of Teaching English – Introduction	Mon 4 (EK) Wed 3 (Ü)	HSZ 403 HSZ 401
--------------	--	---------------------------------	----------------------------

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.

This course requires previous registration. For details, please check the homepage of *Englische Sprache und Literatur und ihre Didaktik*.

Recommended reading

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

Sabine Reiter, wiss. Mitarbeiterin
Dr. Carmen Weiss

71320 Reflected Practice of Teaching English
- *Schulpraktische Übung*

Grundschule/Mittelschule/Gymnasium/ **school days*** **schools***
Berufsbildende Schule
(4 S. Reiter, 3 C. Weiss)

SPÜ 3 KP (requirements to be announced in class)

This course is offered to B.Ed. students in their fifth semester (as the second part of the module "Reflected Practice of Teaching English") and to *Lehramt* students who have passed the Intermediate Exam.

In a weekly teaching practice at school students will observe, prepare, teach and analyse their own classes in small groups to develop their proficiency in teaching.

This course is accompanied by a seminar (see subsequent course description) which is mandatory for all *Lehramt* participants in the *Schulpraktische Übung* and which may be attended by B.Ed. participants as the third part of the module "Reflected Practice of Teaching English".

This course requires previous registration. For details, please check the homepage of *Englische Sprache und Literatur und ihre Didaktik*.

*School days and schools will be announced to registered participants via e-mail.

Recommended reading

Harmer, J. (2007). *How to teach English*. Harlow: Pearson.

Harmer, J. (2007). *The practice of English language teaching*. Harlow: Pearson.

Richards, J. C. & Renandya, W. A. (2002). *Methodology in language teaching: An anthology of current practice*. Cambridge: CUP.

Sabine Reiter, wiss. Mitarbeiterin
Dr. Carmen Weiss

**71330 Reflected Practice of Teaching
English - Seminar**

Grundschule / Mittelschule (focus on young learners) (S. Reiter)	Thu (2)	BZW A 253
Gymnasium / Mittelschule (focus on secondary level I/II) (S. Reiter)	Thu (3)	BZW A 154
Gymnasium (C. Weiss)	Tue (2)	ZS 1, 312
Gymnasium / Berufsbildende Schule (C. Weiss)	Mon (3)	ZS 1, 312

S (B.Ed.) 3 KP (requirements to be announced in class)

SiH (LA) 1 KP (requirements to be announced in class)

This seminar is offered to B.Ed. students in their fifth semester (as the third part of the module "Reflected Practice of Teaching English"). It is mandatory for all *Lehramt* participants in the *Schulpraktische Übung* (see previous course description).

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

This course requires previous registration. For details, please check the homepage of *Englische Sprache und Literatur und ihre Didaktik*.

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 in the foreign language classroom promises to make the learning environment more flexible, more attractive and more effective.

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

Prof. Dr. Andreas Marschollek

**Learning English in cross-curricular
projects**

Mon (5)

HSZ 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)

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.

Dr. Carmen Weiss

Content and Language Integrated Learning

Tue (3)

BZW A 154

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.

Sprachlernseminare

Please note the following changes in the timetable:

- classes with no changes are marked in black
- **cancelled classes have been marked in red with a line through**
- **new classes and changes to times and rooms have been marked in green**

Please register via <http://jexam.inf.tu-dresden.de>. You need a password and log-in.

29.09.09: from 09:00* all lists to be activated

07.10.09: 12:00 all lists to be deactivated except those of Year 1

12.10.09: 09:00 all Year 1 lists to be deactivated

* the course lists will be put online in groups every 30 minutes so that the system does not crash.

David Hintz, M.A.

Sandra Erdmann, B.A.

1410	Year 1: B.A.-SLK, B.A.-Education	Tue (3)	ZS 1, 418 (DH)
70730	Pronunciation and Intonation (SE =	Thur (2)	GER, 50 (KH)
70740	British English; DH = American	Thur (3)	ZS, 418 (SE)
	English)	Thur (4)	ZS, 418 (SE)
		Fr (2)	ZS 1, 418 (DH)

Sprachlernseminar 3 KP

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

Students must choose between British and American English but the course content is very similar. In the Pronunciation and Intonation course we aim to identify the students' problem areas, tune in students' ears to pronunciation style and speech rhythm (stress patterns, weak forms, linking), provide practical information on articulatory phonetics and (some) phonology of English, practise interpreting and writing passages in phonetic script, identify characteristic segmental and suprasegmental features in given (oral and/or written) passages, establish islands of perfection (speaking complex passages in near-perfect form) as stepping-stones to (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 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 English Pronunciation Course*) which can be bought in class for €17 (N.B. shop price = €25) and photocopies for € 0,50. Please bring therefore €17,50 to the first class.

Prerequisites: The Entry Test must have been passed.

Eva Stahlheber, M.A.

**1420
70710**

Year 1: B.A.-SLK, B.A.-Education
Grammar

**Mo (5) SE 1, 201
Wed (3) SE 2, 123
Thur (3) SE 2, 123**

Sprachlernseminar 3 KP

Requirements: Final Exam

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.

Using a contrastive approach, this class will address the English verb system, the peculiarities of nouns & their determiners, part-of-speech analysis, parsing, gerunds vs. infinitives, collocations, phrasal verbs, types of subordinate clauses, modal verbs, word order (inversion among other things), and adjective vs. adverb problems. Exercises will include: gap-filling, transformations, error correction, and translation. Since the philosophy of the class is firmly based on a contrastive approach, students need to be aware that there will be a great number of translation sentences. The materials can be downloaded from the Moodle internet platform (e-sprachen.tu-dresden.de/moodle) and printed out. Some handouts may be distributed in class, for which a charge of € 0.50 will be collected at the beginning of the semester. Reference books will be recommended in class.

Prerequisites: The Entry Test must have been passed.

Keith Hollingsworth, M.A., PGCE

70930	Years 1 and 2: B.A.-Education	Tue(2)	SE 2, 123
70940	Developing Skills Abroad	Tues (3)	SE 2, 123

Sprachlernseminar 5 KP

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

This course is aimed at both Year 1 and Year 2 B.A.-Education students. Please note that until SS 2009 this course was a year 2 course, but from WS 2009/2010 this course will be a Year 1 course (in place of Vocabulary, which is now a Year 2 course for B.A.-Education students). B.A.-Education students must take this course before their period of residence in an English-speaking country. As we have twice the normal number of students taking this course, we will take more than the normal limit of 25 students in each course. Please make sure you come to the first meeting to ensure a place.

In this class students will learn and practise a range of skills which help them to make the most out of the obligatory period of residence abroad. In particular, we aim to:

- raise language awareness through error analysis and active listening
- improve cultural awareness through ethnographic writing

In this class students will also receive information and guidance about the residence abroad from the instructor and advanced 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. In this way, valuable information and tips are passed on from more advanced students.

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). Materials especially written by the instructor for this course can be printed from the Moodle platform (key to be announced in class) and some materials will be handed out in class. Please bring €14.00 for the book and materials to the first meeting.

Prerequisites: The Entry Test must have been passed.
Years 1 and 2 B.A.-Education students

David Hintz, M.A.

1430	Year 1: B.A.-SLK, (B.A.-Education)	Web- based course
70720	Year 2: B.A.-Education	
	Vocabulary	
Sprachlernseminar 2 KP		
	Requirements: Final Exam	

This course is aimed at Year 1 B.A.-SLK students and there is no limit to the number of these students taking part. B.A.-Education students newly matriculated in WS 09 now have this course in their second year programme, but may also take the course in Year 1 if places are available.

This course will run with a web-based format, whereby students will not meet at a regular time in weekly seminars but will be organised and given tasks online by the instructor. After you have registered for this course, please log on to the following website to start the course:

<http://e-sprachen.tu-dresden.de/moodle> The Enrolment Key is "VocabWS09".

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

70910	Year 2: B.A.-Education	Wed (2)	ZS 1, 418
70920	Classroom English	Wed (4)	ZS 1, 418

Sprachlernseminar 3 KP

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

This course must be taken all Year 2 B.A.-Education students before their teaching practice (SPÜ) in semesters 4 or 5, and is therefore 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, explaining new words, discipline, games, technical equipment etc. Students are required to present a teaching unit from the school curriculum. The material needed for this course can be downloaded from the Moodle platform (the key will be given in the first meeting). Some printed materials will be handed out in class – please bring € 0,50 to the first meeting.

Prerequisites: Year 2 B.A.-Education students

David Hintz, M.A

Sandra Erdmann, B.A.

2510	Year 2: B.A.-SLK, (B.A.-Education)	Mo (4) ZS 1,304b (SE)
71110	Year 3: B.A.-Education	Mo (5) ZS 1, 418 (NN)
71120	Listening and Speaking	Tue (2) ZS 1, 418 (DH) Thu (2) GER, 54 (DH)

Sprachlernseminar 3 KP

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

This course is to be taken by Year 2 B.A.-SLK students and Year 3 B.A.-Education students. However, B.A.-Education students may also take the course in Year 2 if places are available. We strongly recommend that students take this Listening and Speaking course before their period of residence in an English-speaking country.

This course aims firstly to familiarise students with naturally spoken English and a variety of accents, thereby improving listening comprehension skills; secondly we aim to improve students' own general speaking skills by encouraging students to adopt aspects of what they hear from the listening exercises into their own speaking.

Spoken language will be analysed in detail, especially those aspects which hinder comprehension e.g. contractions, linking, etc. The skills and knowledge practised and gained in 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.

2520 71130	Year 2 B.A.-SLK Year 3 B.A.-Education Reading	Wed (7) Web- based course	GER, 37
-----------------------------	--	--	----------------

Sprachlernseminar 2 KP
Requirements: Final Exam

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

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

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

The Enrolment Key is "Reading Stahlheber".

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

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

Sandra Erdmann, B.A.

2530	Year 2: B.A.-SLK	Wed (4)	SE 2, 123
71140	Year 3: B.A.-Education	Thur (4)	ZS 1, 418 (NN)
	Writing	Thur (5)	ZS 1, 418

Sprachlernseminar 3 KP
Requirements: Final Exam

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

This course will teach and practise various types of written tasks and texts, primarily argumentative essays but also formal letters, summaries, CVs/resumes. The course also involves a presentation: in pairs students present their outline of an argumentative essay on a topic of their choice.

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

Keith Hollingsworth, M.A., PGCE

Year 3: B.A.-SLK
GLC 4 *Lehramt/Magister*
Advanced Level Elective
JABS Magazine

Mo (2)
Wed (6)

ZS 1, 418
~~**WIL-A 221**~~

Sprachlernseminar 3 KP

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

This course is offered:

- to year 3 B.A.-SLK students (with a presentation and an exam). Only 2 courses are allowed at this level.
- as a GLC 4 course to Advanced Level *Lehramt* (non-B.A.) and *Magister* students with a presentation and an exam) . Only 2 courses are allowed at this level.
- as an Elective to Advanced Level *Lehramt* (non-B.A.) students and *Magister* students with no presentation or exam).

The English department has had a student-based English magazine called *JABS - Journal of American and British Studies* (or a quick injection!) since 1993. This course is organised partly as a seminar and partly as a workshop where students will work closely together and independently as a group. In the seminar parts we shall analyse various aspects of print and online magazines such as cartoons, problem pages etc. Students interested in using and learning to use online publishing software are particularly welcome. The students who participate will enjoy considerable freedom and creativity and bear responsibility for the end-product.

Prerequisites: *Magister* and *Lehramt* (non-B.A.) must have passed the Intermediate Exam.

Eva Stahlheber, M.A.

3510 Year 3: B.A.-SLK
GLC 4 *Lehramt/Magister*
Academic Writing

Mon (3)

SE 1, 201
(PC-Pool)

Sprachlernseminar 3 KP

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

This course is offered to year 3 B.A.-SLK 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).

The goals of this course are (1) to support students' writing process of academic papers for the seminars and pro seminars in our department, (2) to assist their application process for scholarships, internships, aupair positions, or teaching assistantships abroad, and (3) to give them an opportunity for a 10-minute presentation/talk intended to present their work-in-progress and to invite suggestions and questions from class. Regarding (1), support for students' writing process includes guidance at all stages: finding a topic, planning, researching, drafting an outline for the paper, writing individual chapters, proofreading, editing for logic of thought, revising the language (appropriate style, spelling), and rewriting (until the quality of language is at least satisfactory at the university level). Attention will also be drawn to the difference between written and spoken style and between formal and informal style (with these two pairs not necessarily being congruous). Furthermore, the rhetorical device of "hedging" (among other rhetorical devices) will be explained, identified in texts, and practiced.

Regarding (2), assistance for the application process will monitor the drawing-up of application "packages", which consist of (a) a cover letter, (b) a statement of purpose & goals (SPG), and (3) a résumé (or CV, depending on the requirements of the position). The cover letter will have to be concise and to the point while freshness, range & authenticity of ideas is a high priority in the so-called statement of purpose & goals (sometimes also termed "motivation letter"). An effective résumé, on the other hand, is marked by good decisions in formatting: clear, sensible and striking layout, borders & margins, bold-facing, intuitive ordering of sections, and appropriate brevity (1 page is the usual length here).

Regarding (3), your talk must be based on a succinct outline, which you should present via data projector ("beamer"), or OHP if need be. The 10-minute limit will be watched very strictly, so do not count on the leniency of the class or the instructor.

Assignments include: a pre- or post-paper abstract, an annotated bibliography, a scholarly definition, the above-mentioned presentation of your work-in-progress, two one-on-one conferences with the instructor, and a final exam.

Materials should be downloaded from the Moodle internet platform (e-sprachen.tu-dresden.de/moodle) and printed out. Some handouts may be distributed in class, for which a charge of € 00.50 will be collected at the beginning of the semester.

The aim of this course is to support the writing process of academic papers for the seminars offered in SS 2008 and is aimed at students partaking in Year 3 seminars (B.A.), and *Hauptseminare (Lehramt)*.

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

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

Sandra Erdmann, B.A.

3520

Year 3: B.A.-SLK
GLC 4 *Lehramt/Magister*
Theatre Workshop

Mon (5)

ZS1, 304a

Sprachlernseminar 3 KP

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

This course is offered as 3.1 or 3.2 courses to year 3 B.A. students, and as GLC 4 courses to *Lehramt* (non-B.A.) students who have passed the *mündliche Prüfung* of the Intermediate Exam. B.A.-Education students may participate if there are places available. Students may only take 2 courses at this level.

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* and *Magister* students must have passed the Intermediate Exam.

Eva Stahlheber, M.A.

3510

Year 3: B.A.-SLK
GLC 4 *Lehramt/Magister*
**Computer-Assisted Language
Learning**

Tue (3)

**SE 1, 201
(PC-Pool)**

Sprachlernseminar 3 KP

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

This course is offered to year 3 B.A. students, and as 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 computer and language skills as well as their individual language learning strategies. Students participating in this course are expected to be willing to expend sufficient time on outside-of-class practice and project work. **Class Materials:** memory stick, internet access outside of class, blank CD-R (for final project). **Requirements:** Active in-class participation, weekly CALL logs, weekly glossary entries, a presentation of an English e-learning website, a mini midterm, a final exam, and a group project to be uploaded onto students' TU server space, involving a topic homepage leading to exercise-based audio files, video files, and interactive Hot Potatoes exercises.

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

Eva Stahlheber, M.A.

3510

Year 3: B.A.-SLK
GLC 4 *Lehramt/Magister*
Creative writing

Tue (5)

**SE 1, 201
(PC-Pool)**

Sprachlernseminar 3 KP

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

This course is offered to year 3 B.A. students, and as 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).

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* and *Magister* students must have passed the Intermediate Exam.

Sandra Erdmann, B.A.

3510	Year 3: B.A.-SLK GLC 4 <i>Lehramt/Magister</i> Classroom English	Wed (6) Thu (5)	SE 2, 123 ZS 1, 418
-------------	---	--------------------------------------	--

Sprachlernseminar 3 KP

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

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

This course is aimed at students wishing to teach English 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* and *Magister* students must have passed the Intermediate Exam.

David Hintz, M.A.

Advanced Level: <i>Lehramt, Magister</i>	Wed (2)	GER, 54
GLC 5 Advanced Translation	Wed (3)	GER, 54
Sprachlernseminar 3 KP		
Requirements: Classwork, homework and tests		

This course is offered to *Magister* and *Lehramt* (non-B.A.-Education) 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.

Sandra Erdmann

Advanced Level: *Lehramt, Magister*
GLC 5 Advanced Essay Writing

Tue (4)
Tue (5)

SE 2, 123
SE 2, 123

Sprachlernseminar 3 KP

Requirements: Classwork, homework and tests

This course is offered to *Magister* and *Lehramt* (non-B.A.-Education) 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.

David Hintz, M.A.

Advanced Level Elective: *Lehramt*,
Magister

Thur (3)

GER 54

Preparation for Exams

Sprachlernseminar 3 KP

Requirements: Classwork, homework and tests

In order to take this course, 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). Please bring these certificates to the first class to prove your eligibility. You may take this course in same semester as taking the *Magister* Preliminary Language Exam, but the course is aimed at students preparing for the next round of exams. Note that the language exams are offered twice per year:

Lehramt - 1. *Staatsprüfung*: February/March and September

Magister - *Sprachpraktische Vorprüfung*: May and November

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

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

Eva Stahlheber, M.A.

701710 Master **Thur (5)** **SE 2, 123**
701730 Academic Writing for Linguistics

Sprachlernseminar 3 KP

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

This master level language seminar will be tailored to suit the language needs of the students doing linguistics and gender studies seminars on the graduate level. Based on a needs analysis at the beginning of the semester, we will tackle and practice required paper formats, research approaches, frequent grammatical structures, essential vocabulary and terminology, and bibliographic style sheets. Thus, this class is intended to support students' integration of language and subject-matter performance.

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

Eva Stahlheber, M.A.

Remedial Skills Development **ZS 1, 429**

Übung

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

David Hintz, M.A.

Remedial Skills Development **ZS 1, 431**

Übung

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

Sandra Erdmann, B.A.

**Theatre Rehearsal
Remedial Skills Development**

ZS 1, 419

Übung

These sessions are intended to support students (1) in rehearsing for play productions, and (2) with problems in areas such as pronunciation, intonation, giving presentations, and grammar. Please contact the instructor directly in order to organise meetings and a programme.