

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

## **SEMESTERMITTEILUNGEN**

Wintersemester 2006/2007

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

**SEMESTERMITTEILUNGEN  
Wintersemester 2006/2007**

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# 1. Mitarbeiterinnen und Mitarbeiter

Name	Bereich	Tel./Fax	Gebäude/Raum
Aurich, Claudia; M.A.	Englische Sprachwissenschaft/Mediävistik	31994	ZS 1c, Zi. 321
Cuevas, Susanne; M.A. (Lb)	Kulturstudien Großbritanniens	35938	ZS 1d, Zi. 432
Erbacher, Eric (Doktd.)	Kulturstudien Nordamerikas	33004	ZS 1c, Zi. 317
Fritsch-El Alaoui, Khadija; Dr. (Lb)	Kulturstudien Nordamerikas	33004	ZS 1c, Zi. 317
Frommann, Grit; Dr. (Lb)	Englische Sprache und Literatur und ihre Didaktik	32347	ZS 1d, Zi. 425
Georgi-Findlay, Brigitte; Prof. Dr.	Kulturstudien Nordamerikas, <b>Dekanin der Fakultät SLK</b>	35574/ 37733	ZS 1c, Zi. 317 b
Giovanopoulos, Anna-Christina; Dr.	Englische Literaturwissen- schaft	32222	ZS 1c, Zi. 305
Gramatté, Anna-Maria; M.A.	UNICERT <sup>R</sup>	35562	ZS 1d, Zi. 419
Häntzschel, Jana; M.A.	Kulturstudien Nordamerikas	33004	ZS 1c, Zi. 317
Hintz, David; M.A.	Sprachpraxis	34428	ZS 1d, Zi. 431
Hollingsworth, Keith; M.A., P.G.C.E.	Koordinator Sprachpraxis	33018	ZS 1d, Zi. 428
Horlacher, Stefan; Prof. Dr.	Englische Literaturwissen- schaft	33855	ZS 1c, Zi. 307
Köhler, Angelika; PD Dr.	Amerikanische Literatur- wissenschaft, <b>Geschäftsführende Assistentin</b>	33025	ZS 1d, Zi. 427
Kreutel, Karen; M.A., M.A.	Sprachpraxis	33019	ZS 1d, Zi. 431
Kühn, Thomas; Prof. Dr.	Kulturstudien Großbritanniens <b>Geschäftsführender Direktor</b>	33003	ZS 1d, Zi. 423/4
Lange, Claudia; Dr.	Englische Sprachwissen- schaft/Mediävistik	37819	ZS 1c, Zi. 316
Mächler, Kerstin; M.A.	Amerikanische Literatur- wissenschaft	34918	ZS 1c, Zi. 318
Marschollek, Andreas; Prof. Dr.	Englische Sprache und Literatur und ihre Didaktik	33023/ 37132	ZS 1d, Zi. 420/21
Meinig, Sigrun; Dr.	Englische Literaturwissen- schaft	33088	ZS 1c, Zi. 308
Mohr, Hans-Ulrich; Prof. Dr.	Amerikanische Literatur- wissenschaft	33016/ 37733	ZS 1c, Zi. 320
Muysers, Kathrin; M.A.	Kulturstudien Großbritanniens	35938	ZS 1d, Zi. 432
Orrison, Elisabeth; M.A. (Lb)	Sprachpraxis	32347	ZS 1d, Zi. 425
Park, Laura; M.A.	Sprachpraxis	33028	ZS 1d, Zi. 419

Reiter, Sabine; Dipl.-Lehrerin	Fachdidaktik, BBW	33017	ZS 1d, Zi. 422
Schaal, Patricia	Sekretariat Amerikanische Literaturwissenschaft und Kulturstudien Nordamerikas	32878/ 37733	ZS 1c, Zi. 319
Schaefer, Ursula; Prof. Dr. (Forschungssemester)	Englische Sprachwissen- schaft/Mediävistik	36486/ 31994	ZS 1c, Zi. 321 b
Schmidt, Monika	Sekretariat Englische Literaturwissenschaft/Eng- lische Sprachwissenschaft	33848/ 35135	ZS 1c, Zi. 306
Schmitz, Alison; B.A. hons. (Lb)	Sprachpraxis	32347	ZS 1d, Zi. 425
Schulze, Sylvia; M.A. (Lb)	Kulturstudien Großbritanniens	35938	ZS 1d, Zi. 432
Simon, Denis; M.A. (Lb)	Englische Literaturwissen- schaft	32222	ZS 1c, Zi. 305
Stahlheber, Eva; M.A.	Sprachpraxis	33038	ZS 1d, Zi. 429
<b>Stear, Peter; M.A.</b>	<b>Englische Literaturwissenschaft</b>	<b>33088</b>	<b>ZS 1d, Zi. 308</b>
Triska, Anke	<b>Sekretariat der Geschäfts- führenden Direktion/ Fachdidaktik/ Kulturstudien Großbritanniens</b>	32347/ 37166	ZS 1d, Zi. 425
Weber, Beatrix; M.A.	Englische Sprachwissen- schaft/Mediävistik	34994	Zellescher Weg 13, Zi. 504
Weiss, Carmen; Dr.	Fachdidaktik, BBW	33017	ZS 1d, Zi. 422
Wolf, Göran; M.A.	Englische Sprachwissen- schaft/Mediävistik	<del>31994</del> <b>33026</b>	ZS 1c, Zi. <del>321</del> <b>302</b>
Zienert, Katja; M.A.	Englische Sprachwissen- schaft/Mediävistik	37819	ZS 1c, Zi. 316

### Professor(inn)en im Ruhestand

(zu erreichen über das Institutssekretariat (Frau Triska))

Prof. Dr. Uwe Böker	Englische Literaturwissenschaft
Prof. Dr. Ingrid von Rosenberg	Kulturstudien Großbritanniens
Prof. Dr. Bernd Voss	Englische Sprache und Literatur und ihre Didaktik

## 2. Studienberatung

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

PD Dr. Angelika Köhler

Beraterin für das Hauptstudium  
(*Graduate Adviser*):

Prof. Dr. Brigitte Georgi-Findlay

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

## 3. Institutsadressen

### Postadresse:

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

### Internetadresse:

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

### E-Mail:

anglist@mailbox.tu-dresden.de

### Besucheradresse:

Zeunerstraße 1c und 1d

## 4. Semestertermine

### Wintersemester

**01.10.2006 - 31.03.2007**

### Lehrveranstaltungen

09.10.2006 - 20.12.2006  
03.01.2007 - 03.02.2007

### Vorlesungsfreie Zeiten

Reformationstag	31.10.2006
Buß- und Betttag	22.11.2006
Jahreswechsel	21.12.2006 - 02.01.2007

## 5. Öffnungszeiten der Sekretariate

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

## 6. Personalia

Geschäftsführender Direktor für das Akademische Jahr 2005/2006 ist Prof. Dr. Thomas Kühn.

Frau Prof. Dr. Ursula Schaefer hat ein Forschungssemester.

Frau Dr. Sigrun Meinig und Herr Peter Stear, M.A. sind neue Mitarbeiter im Bereich Englische Literaturwissenschaft (Prof. Horlacher).

## 7. Plagiierte Studienleistungen

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

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

Definition:

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

Prof. Dr. Bernd Voss  
Dekan

## 7. Grundlagen Informationskompetenz

**NEU:**

**Verpflichtend für alle Studierenden  
der Lehramts-, Magister- und Diplomstudiengänge im 1. Fachsemester**

Informationskompetenz stellt zunehmend eine Grundanforderung an Hochschulabsolventen dar. Daher sind ab dem WS 2002/03 neuimmatrikulierte Studierende aller Studiengänge verpflichtet, während ihres Grundstudiums einen Nachweis über Informationskompetenz zu erbringen. Dazu sind folgende obligatorische Veranstaltungen zu belegen:

1. Begleitende Tutorien zu den Einführungskursen (1 SWS)
2. Internet-Tutorien (3 Doppelstunden)
3. Schulungen durch die Sächsische Landesbibliothek – Staats- und Universitätsbibliothek Dresden (SLUB) (3 Doppelstunden)

Während kursbegleitende Tutorien im Rahmen der Einführungsveranstaltungen zu den jeweiligen Teilbereichen angeboten werden, erfolgt die Einschreibung zu den Internet-Tutorien bzw. den SLUB-Schulungen im Rahmen der Einschreibung für die Sprachpraxis. Die SLUB-Schulungen sind in Bausteine unterteilt, von denen die Bausteine 1 und 2 (je eine Doppelstunde) von neuimmatrikulierten Studierenden im ersten Fachsemester Englisch wahrzunehmen sind. Baustein 3 wird im folgenden Semester angeboten.

Auf Grund der Notwendigkeit von Informationskompetenz für das nachfolgende Studium und der hohen Anzahl neuimmatrikulierter Studierender ist es nicht möglich, das Belegen der Internet-Tutorien sowie der SLUB-Schulungen zu verschieben.

Der Nachweis über Informationskompetenz ist in Form eines Teilnahme­scheins zu erbringen, auf dem die Teilnahme von den jeweiligen Lehrenden quittiert wird. Der Teilnahme­schein wird in der ersten SLUB-Schulung oder dem ersten Internet-Tutorium ausgeteilt. Er stellt eine Voraussetzung für die Zulassung zur Zwischenprüfung dar.

Termine und Details der einzelnen Veranstaltungen zur Informationskompetenz werden u. a. auf der Website des Instituts bekannt gegeben.

## 8. Verwendete Abkürzungen

BBW	Berufsbegleitende Weiterbildung für Lehrer
KP	Kreditpunkt (credit point)
Lb	Lehrbeauftragte/r
Doktd.	Doktorand/in

### Lehrräume und ihre Lage

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

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

### Wichtiger Hinweis:

Die Parkplätze vor den Gebäuden Zeunerstraße 1a-e sind Hochschulangehörigen mit dem entsprechenden Berechtigungsschein vorbehalten.  
Fahrzeuge ohne diesen Berechtigungsschein werden abgeschleppt!

## 9. Lehrveranstaltungstypen

AQua	Allgemeine Qualifikation
EK	Einführungskurs
PS	Proseminar (Grundstudium)
HS	Hauptseminar (Hauptstudium)
SiG	Seminar im Grundstudium
SiH	Seminar im Hauptstudium
Ü	Übung im BA-Studiengang
V	Vorlesung
V + KI	Vorlesung mit Klausur
GLC	General Language Course
SLS	Sprachlernseminar

## **Wichtige Hinweise zur Auswahl der Lehrveranstaltungen**

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

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

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

Von diesem Semester an werden in den Teilbereichen unseres Instituts Lehrveranstaltungen (V und HS) ausgewiesen, auf deren Stoff sich die Fragen für die Abschlussklausur beim nächsten Prüfungstermin beziehen. Der Besuch dieser Lehrveranstaltungen könnte demnach die Wahl des Gebietes der schriftlichen Prüfung, die Wahl des/der Prüfer/in und die Vorbereitung auf die zu absolvierende Klausur erleichtern.

## **10. Verzeichnis der Lehrveranstaltungen**

### **10.1 Englische Sprachwissenschaft/Mediävistik**

**Englische Literaturwissenschaft**

**Amerikanische Literaturwissenschaft**

**Kulturstudien Nordamerikas**

**Kulturstudien Großbritanniens**

**Fachdidaktik**

## 10.1.1 Vorlesungen (Grund- und Hauptstudium)

### Englische Sprachwissenschaft/Mediävistik

*Prof. Dr. Hildegard L. C. Tristram*

English in North America

Jan./Feb. 2007 TBA

V + Klausur: 3 KP

V (Teilnahme): 1 KP

This (advanced level) lecture will introduce students to the history and variability of the English language spoken in North America, i.e. in the United States and Canada. By variability I understand the different regional, social and ethnic varieties of transatlantic English in their historical contexts.

A Reader will be provided for student copying by the beginning of the semester. Requirements for 3 credit points: regular attendance, short quizzes, final in-class open book test.

**NB: This lecture course prepares for the “Schriftliches Staatsexamen: Klausur Synchrone Sprachwissenschaft” in spring 2007.**

## Englische Literaturwissenschaft

**Prof. Dr. Stefan Horlacher**

**Gender Studies und Literatur:  
Einführung und Überblick**

**Thu (2)**

**WIL/ C129**

V + Klausur: 3 KP (requirements to be announced in class)

V (Teilnahme): 1 KP

Ausgehend von der aktuell-lebensweltlichen Problematik einerseits und der kontemporären Forschungslage andererseits, erarbeitet diese Vorlesung einen interdisziplinären Überblick über die Möglichkeiten, Männlichkeit und Weiblichkeit zu konzeptualisieren. Hierzu erfolgt eine sich aus Literaturwissenschaft, Stereotypenforschung, Biologie, *Gender-* und *Men's Studies*, Kulturanthropologie, Soziologie, Identitätsforschung, Psychoanalyse und Dekonstruktion speisende historisch fundierte Theoriebildung, wobei versucht wird, männliche wie weibliche Identität als relationale, sprachliche und performative Konstrukte zu denken; Konstrukte im Sinne von Identitäten, die zwar den Strukturen der Sprache unterworfen, trotzdem jedoch handlungsfähig sind. Gleichzeitig eröffnet sich über den im doppelten Sinne zeichenhaften Charakter von (nicht nur) sexueller Identität eine eindrucksvolle Parallele und Verbindung zur Literatur, wird deutlich gemacht, warum literarische Untersuchungen über eine besondere Aussagekraft nicht nur über (und für) das Medium Literatur, sondern auch über die außerliterarische Lebenswelt verfügen. Um dies anschaulich zu machen, werden gezielt literarische Texte besprochen, die von Geoffrey Chaucer's *Canterbury Tales* (Wife of Bath) über Jane Austens *Mansfield Park* und John Fowles' *The French Lieutenant's Woman* bis zu David Lodges *Nice Work* reichen.

### **Empfehlenswerte Einführungen sind:**

Chris Weedon. *Wissen und Erfahrung. Feministische Praxis und Post-strukturalistische Theorie*. Zürich, 1990.

Toril Moi. *Sexual/Textual Politics: Feminist Literary Theory*. London; New York, 1990.

Regina Becker-Schmidt u. Gudrun-Axeli Knapp. *Feministische Theorien zur Einführung*. Hamburg, 2000.

Eine Kopiervorlage mit Textexzerpten ist ab Ende September im Sekretariat bei Frau Schmidt erhältlich.

## Amerikanische Literaturwissenschaft

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

**The American Novel:**

**Developments, Movements, Representative Texts**

**Fri (2) HSZ 401**

V + Klausur: 3 KP

V (Teilnahme): 1 KP

This lecture course deals with the history of the American Novel *from its beginnings to the present day*. The production and the reception of the American Novel is an immensely rich field composed of European traditions and specifically American adoptions. Therefore, these ca. 14 sessions will give a basic outline of the developments and movements on the one hand and illustrate them by selected novels on the other. Nevertheless, all relevant texts will be discussed.

To add a visual impression, clips from film versions will be shown in connection with these texts.

There will be a *written exam* in the last session where, with a basic knowledge, 1 KP ('Teilnahmeschein') or, with a more intensive knowledge, 3 KP can be scored.

**Recommended preparatory reading:**

Malcolm Bradbury & Richard Ruland: *From Puritanism to Postmodernism. A History of American Literature*. New York; London: Penguin/Vintage, 1991 etc.

## Kulturstudien Großbritanniens

**Prof. Dr. Thomas Kühn**

**20<sup>th</sup> Century British Cultural History I: The First Half**

**Fri (2) GER 38**

V + Klausur: 3 KP

V (Teilnahme): 1 KP

The decline of an old world order, two total wars and a world economic crisis are rather gloomy catch phrases for a cultural history of the first half of the twentieth century. The rise of trade unions as mass movements, the first Labour governments as their political expression and success, a polarisation of the political right and left and the irrevocable progress of female emancipation would be significant developments in the social and political fields. Philosophic scepticism and radicalism and incredible scientific progress are characteristics of the period, too. Artistically, modernist literature, music and art became the hallmark of high-culture for an educated elite that increasingly seemed to separate from a popular and middle-brow culture for the masses represented by media such as the popular press, cinema and radio.

These and some other fields will be introduced as signifying practices in exemplary representations. The period will also be presented as the forerunner and – partly – preparatory ground of our own time in which other terms have assumed pride of place without replacing basic questions that turned up during the first half of the twentieth century.

**NB: This course prepares for the “Schriftliches Staatsexamen: Klausur Kulturstudien Großbritanniens” in spring 2007.**

## Kulturstudien Nordamerikas

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

**American Cultural History 1**

**Tue (5)**

**HSZ 403**

V + Klausur: 3 KP

V (Teilnahme): 1 KP

How did Europeans in North America come to define their place and identity in the "New World"? How did the culturally diverse peoples of North America (Native, white or (free and enslaved) black) relate to one another? This lecture course aims to provide an introduction to the beginnings of American social, political, and cultural history. It will deal with the cultural encounters and interactions between diverse peoples, and with the historical events and processes that shaped the emerging national cultures in North America, the United States and Canada, until about the end of the eighteenth century.

## 10.1.2 Seminare und Übungen im Grundstudium

### ***Internet Tutoring Team & SLUB***

#### **Internet Tutorials & SLUB Elements**

<http://rcswww.urz.tu-dresden.de/~lehre/student/>

The Internet Tutorials and the SLUB Elements are part of the Information Literacy Program (ILP) every newly enrolled student has to participate in from WS 2002/03 henceforth. As defined in the section *Grundlagen Informationskompetenz* of our departmental web site (go to: *Studium / Institutspolitik / Informationskompetenz*), the ILP aims primarily at students at the Department of British and American Studies at Dresden University of Technology in their basic studies and comprises the following:

- **Internet Tutorial: three 90-minute sessions** (session 1, 2, 3)
- **SLUB trainings: three 90-minute elements** (Element I, II, III)
- **one of the introductory tutorials** (NA Studies, GB Studies, Literature or Linguistics)

Due to the great number of new enrolments, several dates for the SLUB and Internet trainings will be offered per term, but **every student** has to join **each** of the elements **just once**, i.e.:

- **one unit of Internet Tutorials** (session 1, 2, 3)
- **all three SLUB Elements** (Element I, II, III)

Students are expected to attend:

- in their **first semester**
  - Internet Tutorials (all 3 sessions in one unit – it is not possible to split)
  - SLUB Element I
- in their **second semester**
  - SLUB Element II
- in their **third semester**
  - SLUB Element III

As the number of participants is limited, students are required to register for the tutorials and trainings. **Registration** will take place:

- for **Element II + III**
  - during the online registration for the GLC classes
- for **Element I + Internet Tutorials**
  - with the Internet tutors at the information meeting, Wednesday, 4.10.06, 13:00, GER 37.

## Internet Tutorials

Place: WIL/ A 220

<p><b>Unit I</b> 6<sup>th</sup> lesson</p> <p>Oct. 10 Oct. 17 Oct. 24</p>	<p><b>Unit III</b> 6<sup>th</sup> lesson</p> <p>Oct. 31 Nov. 07 Nov. 14</p>	<p><b>Unit V</b> 6<sup>th</sup> lesson</p> <p>Nov. 21 Nov. 28 Dec. 05</p>	<p><b>Unit VII</b> 6<sup>th</sup> lesson</p> <p>Jan. 09 Jan. 16 Jan. 23</p>
<p><b>Unit II</b> 7<sup>th</sup> lesson</p> <p>Oct. 10 Oct. 17 Oct. 24</p>	<p><b>Unit IV</b> 7<sup>th</sup> lesson</p> <p>Oct. 31 Nov. 07 Nov. 14</p>	<p><b>Unit VI</b> 7<sup>th</sup> lesson</p> <p>Nov. 21 Nov. 28 Dec. 05</p>	<p><b>Unit VIII</b> 7<sup>th</sup> lesson</p> <p>Jan. 09 Jan. 16 Jan. 23</p>

### SLUB Element I

Place: SLUB Foyer (Zellescher Weg 18)

Date: (2<sup>nd</sup> and 3<sup>rd</sup> lesson) October 10, October 17, October 25

### SLUB Element II

Place: WIL/ A 220

Date: (2<sup>nd</sup> and 3<sup>rd</sup> lesson) November 1, November 7, November 15

### SLUB Element III

Place: WIL/ A 220

Date: (2<sup>nd</sup> and 3<sup>rd</sup> lesson) November 21, November 28, December 6, December 12

### Please notice

**Dates and/or time for SLUB Element II and III may be subject to change. Please pay close attention to the date and time given while enrolling on jExam.**

**We recommend that in particular those students aiming for a bachelor degree complete both the SLUB Element II and Element III in their second semester.**

**For further information, please visit our homepage:**

Institut für Anglistik/Amerikanistik > Studium > Information Literacy Program

If you have any questions, please contact Hannah Stoffer:

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## Lehrangebot AQua

**Katja Zienert, M.A.**

**Presenting Language Topics**

**Mon (4)**

**ZS 1c/ 312**

Ü: 2 KP (regular attendance, presentation, short essays)

AQua: 2 KP (regular attendance, presentation, short essays)

Part of the B.A. syllabus are courses teaching the acquisition of more general skills, called AQua – seminars that focus on practical competence for communication and presentation.

This AQua course aims at combining presentation skills with introducing language topics. Students will get to know what makes a ‘good’ media-supported presentation. The course will provide a platform to practise and discuss didactic and structural aspects of a presentation.

We will concentrate on the evaluation of presentations given by the students. A range of issues that are related to language provide the presentation topics which will also be discussed in mandatory essays.

Prerequisites: an interest in language

**Denis Simon, M.A.**

**Analysis of Literary Texts**

**Fri (3)**

**SE 2/ 123**

Ü: 2 KP (requirements see below)

AQua: 2 KP (requirements see below)

This course, which is solely aimed at B.A. students who have successfully passed the *Introduction to the Study of Literature*, will introduce to a variety of literary texts of the eighteenth, nineteenth and twentieth centuries. The main focus of this seminar will be on “close reading”, i.e. a thorough examination of the interplay of the various textual, literary as well as cultural structures. In the first part of the seminar, we will focus on narrative texts and their distinctive features. So we will read and analyse excerpts from novels by Daniel Defoe (*Robinson Crusoe*), Henry Fielding (*Tom Jones*), Charles Dickens (*Great Expectations*), Oscar Wilde (*The Picture of Dorian Gray*) and Kazuo Ishiguro (*The Remains of the Day*). In the second part, we will concentrate on drama and work out differences between the individual types of theatre plays: William Shakespeare’s *Richard III*, Oscar Wilde’s *An Ideal Husband* and James Saunders’ *Over the Wall*. In the third and last part of the seminar, we will deal with poetry and discuss several poems both at an interpretative and an analytical level.

**Requirements:** Students are invited to participate actively in class and are expected to read and prepare the texts for each session carefully. At the beginning of each lesson, study questions will be distributed which deal with the respective excerpt from the text and serve as a basis for the discussion.

## Englische Sprachwissenschaft/Mediävistik

**Prof. Dr. Hildegard L. C. Tristram**

**Introduction to Diachronic Linguistics/  
History of the English Language**

**Jan./Feb. 2007 TBA**

V+ KI: 3 KP (regular & active participation, intermediate quizzes, final in class open book test).

V (Teilnahme): 1 KP (regular and active participation)

This is an introductory survey lecture that introduces students to the history of the English language over the past 1500 years. The development of the language will be set in the context of the political and social history of the English speaking peoples. The major periods under study will be Old English, Middle English, Early Modern English, Modern English and Present Day English. We will study both the theoretical foundations for the reconstruction of the history of the English language and the use of the language in historical texts.

A Reader will be provided for student copying by the beginning of the semester. The accompanying PowerPoint presentation and a video of one of the earlier lectures will be available for downloading on the course's internet page.

**Dr. Claudia Lange**

**EK Introduction to Synchronic Linguistics**

**Thu (5)**

**WIL/ B 321**

**Mandatory Tutorials (T1-6)**

**Thu (6)**

**T 1: WIL/ C 104**

**T 4: WIL/ C 205**

**T 2: SCH/ A 107**

**T 5: SCH/ A 252**

**T 3: WIL/ C 229**

**T 6: SE 2/ 102**

EK + mandatory tutorial (1 h): 4 KP (requirements see below)

The American artist Laurie Anderson called language "a virus from Outer Space" – unfortunately, we do not know much about the origin of language(s) on this planet, and so we will have no more to say about this. What we do know about language, however, will be the topic of this introductory course, in which you will learn to work with and think about language at different levels. Together we will explore the structure of this highly complex and efficient mode of expression in its different functions. We will begin with the smallest distinctive units in language, the speech sounds, and work our way towards ever more complex units, namely words, phrases, and finally sentences. The course is accompanied by mandatory tutorials which will give you ample opportunity to revise and practise everything you heard about in the lecture.

To acquire a "Bescheinigung für Studienleistungen" (4 credit points) you have to attend regularly and pass the tests of the tutorial and the final written exam in the lecture. Passing the final is the prerequisite for an overall 'pass.'

**Beatrix Weber, M.A.**  
**English Words**

**Fri (4)**

**HSZ 204**

SiG: 3 KP (active participation, regular attendance, assignments)

Ü: 2 KP (active participation, regular attendance, assignments)

This is a course for beginners: Have you ever asked yourself what exactly a word is? Probably not. In this course, however, we will try to find answers to such questions and – more importantly – we will raise further questions that have to do with words: How may words be classified? What are words made of? Where do English words come from? With the help of dictionaries such as the *Oxford English Dictionary (OED)* and others, we will have a closer look at word history (etymology), word meaning (semantics) and word structure (morphology). We will also talk about the history of English as a Germanic language and about its contact with other languages.

Prerequisites: an interest in linguistics

**Claudia Aurich, M.A.**  
**Medieval England**

**Wed (4)**

**GER 49**

Ü: 2 KP (active participation, assignments, take-home exam)

SiG: 3 KP (active participation, assignments, take-home exam)

This course will provide you with a basic knowledge of Medieval England. We will deal with older stages of the English language as well as with a variety of extralinguistic questions such as some aspects of cultural history and important historical events. It will introduce you to a selection of primary and secondary texts related to historical linguistics and medieval studies which you may need in future seminars.

Prerequisites: an interest in linguistics and medieval studies

**Göran Wolf, M.A.**  
**Chapters from English Grammar**

**Mon (3)**

**GER 39**

**Ü 2 KP**

~~PS: 6 KP (regular and active participation, graded assignments, short presentation in class, mid-term and final exam)~~

~~SiG: 3 KP (regular and active participation, graded assignments and exam)  
 1 KP (regular and active participation)~~

“You must admit that you knew that I had told my father that I am pregnant.” Though such an 'add-on' sentence is stylistically some what clumsy it illustrates perfectly that English syntax allows for recurring patterns on different syntactic levels. The sentence “The monkey wrote a poem on its favourite banana.” is ambiguous, i.e. its translation depends on its syntactical interpretation, namely whether “on its favourite banana” is an adverbial or a postmodification. If this is all Greek to you, the course will provide you with the means to handle such issues with greater ease. At

the end of the course you will be able to analyse a variety of English sentences according to the *Oxford Reference Grammar*. The course mainly focuses on practice and application, improving and increasing your skills of syntactical analysis.

B.A. (as well as other) students may attend this course without previously having passed the EK.

Participants are expected to be prepared and to work actively. Regular attendance, group work, graded assignments and final exam will earn 2 credits.

**Göran Wolf, M.A.**

**Dialect, Language, Nation**

**Mon (4)**

**GER 51**

PS: 6 KP (regular and active participation, oral presentation, seminar paper)

SiG: 3 KP (regular and active participation, graded assignments)

1 KP (regular and active participation)

Einar Haugen's 1966 paper lends its title to this course, and with the help of this paper we will approach the question of how a national language develops. After tackling more general issues, such as nationalism and national language, we will discuss whether we can still call English a national language in the age of advanced globalization and whether there are regional varieties of Present Day English which could serve as national languages for 'nations' which are not English.

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

**Katja Zienert, M.A.**

**Presenting Language Topics**

**Mon (4)**

**ZS 1c/ 312**

Ü: 2 KP (regular and active participation, presentations, essay)

AQua: 2 KP (regular and active participation, presentations, essay)

Part of the B.A. syllabus are courses teaching the acquisition of more general skills, called AQua – seminars that focus on practical competence for communication and presentation.

This AQua course aims at combining presentation skills with introducing language topics. Students will get to know what makes a 'good' media-supported presentation. The course will provide a platform to practise and discuss didactic and structural aspects of a presentation.

We will concentrate on the evaluation of presentations given by the students. A range of issues that are related to language provide the presentation topics which will also be discussed in mandatory essays.

Prerequisites: an interest in language

## Englische Literaturwissenschaft

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

**Introduction to the Study of Literature**

**Mon (2)**

**HSZ HS 2**

Accompanying Tutorials (1h/week):

**T1: Tue (6) ZS 1c/ 312**

**T2: Thu (6) ZS 1b/ 228**

**T3: Tue (7) ZS 1b/ 228**

**T4: Thu (7) ZS 1b/ 228**

EK + mandatory tutorial: 4 KP

Beginning with this semester the introduction to the study of literature will be held as a lecture course (Vorlesung). It is designed for students of English and American literature alike. It ends with a final written exam ('Klausur').

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

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

### **Recommended Reading:**

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

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

**Peter Stear, M.A.**

**An Introduction to and Survey of  
Early Victorian Industrial Novels**

**Thu (3)**

**SE 2/ 123**

PS: 6 KP

SiG: 3 KP

1 KP

} requirements to be announced in class

Economic and social conditions pre-occupied a number of notable Victorian authors in the 1830s and 1840s, producing fictional texts that were subsequently described by one of the founders of British cultural studies, Raymond Williams, as 'industrial novels.' These condition-of-England novels represent a reaction to the effects of industrialization, where traditional structures and property relations changed, a new class of wealthy industrialists as well as a new urban poor came to the fore. While the latter began to organise themselves into unions to seek better conditions, leading writers and intellectuals such as Carlyle, Engels and Marx began to draw the public's attention to the gulf that had opened up in British society. These developments form the political and social background to the 'industrial novels' of Dickens, Disraeli and Gaskell, and we will consider their thematically diverse approaches by examining the critical potential and cultural significance of the novel as form and representation.

The primary texts (and editions) to be purchased and read *before* the beginning of the semester are the following:

Charles Dickens *Hard Times* (Penguin Classics) 2003, ISBN: 0140433988  
 Benjamin Disraeli *Sybil or The Two Nations* (OUP) 1999, ISBN: 0192836935  
 Elisabeth Gaskell *North and South* (Penguin Classics) 1996, ISBN: 0140434240

**Peter Stear, M.A.**

**Memory and the Question of (Un-)Reliable Narration  
 in Kazuo Ishiguro's *The Remains of the Day*,  
*The Unconsoled* and *Never Let Me Go***

**Wed (6) HSZ E 05**

PS: 6 KP }  
 SiG: 3 KP } requirements to be announced in class  
 1 KP }

This course will examine narratological and memory theory approaches to reading three thematically and/or formally experimental novels by Ishiguro. The selection covers Ishiguro's earlier as well as more recent, his challenging as well as more accessible novels. Thereby it offers an insight into the shifting narrative strategies and thematic concerns of Ishiguro, whose approach has developed from a more recognizable narrative strategy towards 'a landscape of the imagination' (Ishiguro). Here 'knowledge, conjecture, belief, memory,' the traditional 'terms of cognition' (Shlomith Rimmon-Kenan) in narrative fiction, are problematised by intertextual, Kafkaesque dreamscapes and a level of complexity that relentlessly undermines the reader's attempts at re-constructing a character's sense of self.

The primary texts (and editions) to be purchased and read before the beginning of the semester are the following:

Kazuo Ishiguro *The Remains of the Day*. Faber & Faber, 1999, ISBN: 0571200737  
 Kazuo Ishiguro *The Unconsoled*. Faber & Faber, 2005, ISBN: 057122539X  
 Kazuo Ishiguro *Never Let Me Go*. Faber & Faber, 2006, ISBN: 0571224148

**Dr. Sigrun Meinig**

**Victorian Women of Letters:**

**George Eliot and Harriet Martineau**

**Wed (3) WIL/ A 221**

PS: 6 KP }  
 SiG: 3 KP } requirements to be announced in class  
 1 KP }

In the Victorian Age with its stereotyped and restrictive feminine ideals such as the 'angel in the house', femininity and its cultural and social location were strongly contested by emerging counter movements. In this seminar we will engage with a central divide in the Victorian Age in the realm of gender: the distinction between the 'two spheres', according to which men occupy the public sphere while the women's realm was the house with the task of nurturing its inhabitants, primarily husband and children. We will take two highly public female writers as our examples to explore

how both the texts they wrote – fictional and non-fictional – as well as the subversive ‘cultural texts’ of their own lives (and later on, biographies) comment on the restrictions of established female role models. We will thus inquire into the Victorian public and literary discourse of gender and furthermore engage with its linkages to other prominent cultural fields, such as religion or illness.

Readings:

George Eliot. *The Mill on the Floss*. London: Penguin, 2003.

George Eliot. *Romola*. London: Penguin, 1995.

Harriet Martineau. *Deerbrook*. London: Penguin, 2005.

We will deal with the novels in this sequence. Please read them *before* the beginning of the semester.

A mastercopy with brief excerpts from non-fictional texts by Harriet Martineau and George Eliot will be available from the last week of September.

**Dr. Sigrun Meinig**

**Romantic Poetry: Introduction and Survey**

**Tue (6)**

**HSZ 201**

PS: 6 KP

SiG: 3 KP

1 KP

} requirements to be announced in class

‘All good poetry is the spontaneous overflow of powerful feeling’: With programmatic statements such as this famous one by William Wordsworth, Romanticism decisively shaped our notion of poetry as a genre. By looking at its forms and at key themes, such as nature, emotions, subjectivity, imagination, or the nature of art, we will explore in how far Romantic poetry fulfils the expectations its name evokes after establishing the stereotypical notion of literature in that age. We will find Romanticism to be a complex period, bringing together diverse schools and key figures with unusual lifestyles, a period whose image was posthumously shaped by a prolific critical industry. We will also relate British Romanticism to the form Romanticism took on the continent, examine the political and economic upheavals that laid the historical groundwork for the movement, and support our understanding of the period by considering the non-fictional writings of authors such as S. T. Coleridge.

A mastercopy containing the seminar readings (poems and selected additional texts) will be available from the last week of September.

**Denis Simon, M.A.**

**Analysis of Literary Texts**

**Fri (3)**

**SE 2/ 123**

Ü: 2 KP (requirements see below)

AQua: 2 KP (requirements see below)

This course is exclusively aimed at B.A. students who have successfully passed the *Introduction to the Study of Literature*. It will introduce to a variety of literary texts of

the eighteenth, nineteenth and twentieth centuries. The main focus of this seminar will be on “close reading,” i.e. a thorough examination of the interplay of the various textual, literary as well as cultural structures. In the first part of the seminar, we will focus on narrative texts and their distinctive features. So we will read and analyse excerpts from novels by Daniel Defoe (*Robinson Crusoe*), Henry Fielding (*Tom Jones*), Charles Dickens (*Great Expectations*), Oscar Wilde (*The Picture of Dorian Gray*) and Kazuo Ishiguro (*The Remains of the Day*). In the second part, we will concentrate on drama and work out differences between the individual types of theatre plays: William Shakespeare’s *Richard III*, Oscar Wilde’s *An Ideal Husband* and James Saunders’ *Over the Wall*. In the third and last part of the seminar, we will deal with poetry and discuss several poems both at an interpretative and an analytical level.

**Requirements:** Students are invited to participate actively in class and are expected to read and prepare the texts for each session carefully. At the beginning of each lesson, study questions will be distributed which deal with the respective excerpt from the text and serve as a basis for the discussion.

## Kulturstudien Großbritanniens

**Prof. Dr. Thomas Kühn**

**Introduction to British Cultural Studies**

**Thu (3)**

**HSZ 405**

EK + mandatory tutorial (1h/week): 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 cultural awareness, e.g. empathy for life in modern Britain
- introducing the academic field of Cultural Studies

In WS 2006/2007 this course is offered as a lecture, accompanied by mandatory tutorials (1 hour per week). Nevertheless all participants are expected to make oral contributions in discussions during the lecture and written contributions in the form of assigned homework for the tutorials.

**Requirements:** To acquire a ‘Bescheinigung über Studienleistungen’ (4 credit points) students have to attend regularly and actively and pass the homework for the tutorial and the two written exams in the lecture.

**Coursebook:** J. O’Driscoll, *Britain*, Oxford: OUP.

**Laura Park, M.A.**

**Gender and Identity in the UK**

**Wed (4)**

**GER 54**

Ü: 2 KP (weekly reading assignments, active participation in class discussions, a mini-presentation)

What are little boys made of?  
 Frogs and snails, and puppy dog tails,  
 That's what little boys are made of.  
 What are little girls made of?  
 Sugar and spice, and all things nice,  
 That's what little girls are made of.

Thanks to the influence of various waves of feminism, sweeping changes in the nature of employment, the breakdown of the traditional family, gay and lesbian rights and the increasing power of the mass media, among other things, the gender representations reflected in this 19th-century nursery rhyme have been extended to include a more interesting variety of roles for men and women living in the U.K. of the twenty-first century. In this course, we will look at a number of areas that illustrate some of the developments in gender roles, for example, education, employment, feminism, music, television and the media.

**Kathrin Muysers, M.A.**

**Queen, Page-Three Girl, Teenage Moms –  
Female Roles in Contemporary Britain**

**Wed (5) HSZ 301**

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

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

1 KP (regular & active participation)

Regardless of the all-too-often chilly weather, the typical get-up of young British women for a night-about-town consists in strappy high heels and figure-hugging tees. Is this sexy uniform just a celebration of self-assured femininity, or visible proof of an over-sexed way of life in which women once more reduce themselves to their physical attributes? Another nightlife-related aspect, the phenomenon of binge drinking, is commonly linked to the fact that more teenage girls get pregnant in Britain than anywhere else in Europe. Having said this, British women take considerably shorter maternity leaves than e.g. German women, and with a 70% female employment rate, Britain has long been a forerunner for working women. But equal opportunities for women depend largely on their class background, and it is this circumstance that recently has seen the rise of a "new feminism" whose protagonists, while different from their bra-burning predecessors of the 1960s, '70s and '80s, once more angrily point to the existence of glass ceilings in female careers.

This seminar wants to make students aware of the differences between the genders in the Western world and Britain in particular and the historical, political and cultural reasons for them. Comparing popular images of women to sociological reality, we want to reflect on the construction of gender and its signs in popular culture (e.g. dress, leisure). Students will be introduced to key theories of emancipation from liberal feminism to "new feminism," which provide a necessary basis for analysis.

Relevant study material with excerpts from various sources will be provided at the beginning of term.

Please register on the list at the Cultural Studies pin-board (next to Room 425 in Zeunerstraße 1d). E-mail registration will **not** be taken into account.

**Sylvia Schulze, M.A.**

**Anglo-German Perceptions and Relations**

**Mo (4) ZS 1 d/418**

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

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

1 KP (regular & active participation)

The FIFA World Cup 2006 seems to have changed all the common stereotypes about Germany and the Germans, particularly in the UK. Will that mean no more "Kraut-bashing" in the near future? Can long-standing stereotypes really change that quickly?

In this class we are going to explore the development of Anglo-German perceptions and relations from the beginnings of Anglo-German encounters until today, focussing on the 20<sup>th</sup> century.

Starting with essays on the concept of the nation as well as national stereotypes and myths, we will find out about the psychological background of Anglo-German perceptions, which are tightly connected with cultural, political and economic relations of the two nations. Topics will include the perceptions during and after the two World Wars, the Reunification in 1990 and the development of the last decade. Finally, we will investigate how bilateral initiatives and institutions try to influence national images. We will discuss materials from different media, e.g. travelogues, school books, websites and the press. Moreover, there will be a continuous press review in class.

This class aims at preparing students for analysis of national perceptions and critical reflection on stereotypes.

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

**Susanne Cuevas, M.A.**

**Ethnic Identity**

**Mon (6) ZS 1d/ 418**

Ü: 2 KP (weekly reading assignments and a short presentation of a text, film or music)

Whereas just about everybody will have been forced to make up their minds about their *national* identity during the recent Football World Championship, what exactly is your *ethnic* identity? What is the difference between ethnicity and race and in what situations do they become relevant? Some of the topics we will be dealing with in this course are:

Stereotyping

Visible and invisible ethnic minorities

Representations of "otherness"

Black and Asian British self-images

Multi-ethnic Britain: some successes and future challenges

**Please note:** This course will start only on November 20, 2006. In return we will have double sessions (Monday (6) **and** (7)) in the New Year.

## Amerikanische Literaturwissenschaft

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

**Introduction to the Study of Literature**

**Mon (2)**

**HSZ HS 2**

Accompanying Tutorials (1h/week):

<b>T1: Tue (6)</b>	<b>ZS 1c/ 312</b>	<b>T2: Thu (6)</b>	<b>ZS 1b/ 228</b>
<b>T3: Tue (7)</b>	<b>ZS 1b/ 228</b>	<b>T4: Thu (7)</b>	<b>ZS 1b/ 228</b>

Lecture course (EK) plus mandatory tutorial: 4 KP

Beginning with this semester the introduction to the study of literature will be held as a lecture course (Vorlesung). It is designed for students of English and American literature alike. It ends with a final written exam ('Klausur').

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

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

### **Recommended Reading:**

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

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

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

**Film Structures**

**Wed (7)**

**HSZ E 05**

Ü: 2 KP (regular and active participation, oral presentation)

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

1 KP (regular and active participation, minutes of one session)

'Übung' is a type of course within the B.A. scheme 'Basics of Literary Studies' that intends to deepen knowledge in some fields the students have got to know in the introductory courses of their first year.

In this sense, we want to read about and discuss in a relaxed way some basic notions of filmic structure. Of course, we will also apply this to concrete films and look at their textures and structures.

2 or 3 credit points will be awarded for a successful oral presentation in class.

### **Recommended Reading:**

David Mamet. *On Directing Film*. Penguin Books, 1991.

Philip Rosen, ed. *Narrative, Apparatus, Ideology. A Film Theory Reader*. New York: Columbia U.P., 1986.

**PD Dr. Angelika Köhler**

**Between Hope and Despair:**

**The Turn of the Century in American Literature**

**Wed (2)**

**SE 1/ 101**

PS: 6 KP  
SiG: 3 KP } requirements to be announced in class  
1 KP }

Between the 1880s and 1920s American culture went through most significant processes of transformation and change. The decades around the turn of the century were marked by the promising yet at the same time troubling effects of industrialization and urbanization as well as of immigration and migration that challenged the country's concept of political and cultural identity. The writers of that time used highly diverse forms and techniques to voice their experiences of hope and despair thus creating a body of fiction that succeeds in a fascinating negotiation of the mutual interdependencies of tradition and innovation. Rereading selected texts this course wants to develop a deeper understanding of the complexities and ambiguities of this crucial period of American cultural history.

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

**Moreover students are expected to read:**

Stephen Crane: *Maggie, a Girl of the Streets* (1893)

Henry James: *The Turn of the Screw* (1898)

Kate Chopin: *The Awakening* (1899)

Owen Wister: *The Virginian* (1902)

Theodore Dreiser: *Sister Carrie* (1906)

Edith Wharton: *Ethan Frome* (1911)

**PD Dr. Angelika Köhler**

**(Re-)Writing Traditions:**

**Multiethnic American Short Stories**

**Wed (3)**

**SE 2/ 123**

PS: 6 KP  
SiG: 3 KP } requirements to be announced in class  
1 KP }

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

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

**Kerstin Mächler, M.A.**

**"Are You a Man or a Woman? – Yes."**

**Tue (3)**

**POT 361**

**Gender Identity in Contemporary American Literature**

PS: 6 KP }  
SiG: 3 KP } requirements to be announced in class  
1 KP }

What is gender and what role does it play in contemporary American writing? Is the traditional binary system of male and female still applicable today? Since gender always and inevitably intersects with questions of race, class, ethnicity, biological conditions and sexual orientation the course aims to highlight the complexity of formations of gender. We shall read a variety of different texts and supplement this reading with a consideration of some works of theory which will help us trace the development of gender reception and construction over the last few decades and to become acquainted with efforts to break or open up the established bi-polar concept. Furthermore we will analyze how language can be used to represent different ways of self-expression and promote new ideas concerning gender in a literary way. A *Reader* with selected texts will be provided by the beginning of the semester.

## Kulturstudien Nordamerikas

Course (1) *Jana Häntzschel, M.A.*  
 Course (2) *Eric Erbacher*

Mon (4) WIL/ C 133  
 Tue (6) BEY 98

### Introduction to North American Studies

**Tutorials:** Time and place TBA

EK + mandatory tutorial: 4 KP

These (alternative) courses will introduce students to the key themes and methodologies of American Studies. They will discuss fundamental ideas and institutions, historical developments, and current issues in North American culture.

**Please note:** The courses are each 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.**

### Required textbook:

David Mauk and John Oakland. *American Civilization. An Introduction.* (available at the TU Bookstore).

**Dr. Khadija Fritsch-El Alaoui**

**Basic Readings in North American Cultural Studies** Tue (3) GER 52

PS: 6 KP	} requirements to be announced in class
SiG: 3 KP	
Ü: 2 KP	
1 KP	

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

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

**Prof. Dr. Brigitte Georgi-Findlay**  
**American Culture I**

**Mon (3) HSZ 105**

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

This seminar aims to deepen students' knowledge and competence in North American Studies by focusing on basic themes and issues that have defined American history and culture. As 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.

**Dr. Khadija Fritsch-EI Alaoui**  
**U.S. Encounters with the Arab World**

**Mon (5) HSZ 304**

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

*The Arab Mind, Jihad in America, Sacred Rage, The Closed Circle, Sandcastles.* These are book titles (prior to 9/11) that hint at the Arab thrust of much of the dominant discourse on the Arab World and the Middle East. This course on U.S. representations of Arabs and the Arab world will explore how representational and cultural issues are constitutive of U.S. economic and political change. How do these narratives relate to U.S. Middle-Eastern foreign policy? How do they connect to the U.S. military-industrial complex? What are the stories and contexts that are left untold by these dominant narratives? Is it a clash of cultures, as Samuel Huntington's civilizational thesis maintains, or is the clash about something else? A reader will be available at the beginning of the semester.

**This seminar can also be attended as a Hauptseminar or Seminar im Hauptstudium.**

## Fachdidaktik

**Prof. Dr. Andreas Marscholke**

**An Introduction to Foreign Language Teaching**

**Wed (3)+(4) HSZ 401**

EK + PS (Klausur): 4 KP

Attendance: 1 KP

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

**Recommended Reading:**

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

### 14.1.3 Seminare und Übungen im Hauptstudium

#### Englische Sprachwissenschaft/Mediävistik

**Dr. Claudia Lange**

**Early Modern English**

**Tue (4)**

**WIL/ C 107**

SiH: 3 KP (regular attendance, oral presentation, final take-home exam)

When the ghost said to Hamlet "Pity me not, but lend thy serious hearing to what I shall unfold," he was using a syntactic pattern no longer possible in Present Day English and a personal pronoun that has become archaic. This course is devoted to the language of Hamlet, the ghost and their contemporaries, to wit Early Modern English. We will explore different aspects of English as it developed in the period from 1500-1700. We will also venture beyond 1700 and trace selected developments up to the present day.

**Recommended Reading:**

Nevalainen, Terttu. *An Introduction to Early Modern English*. Edinburgh: Edinburgh University Press, 2006.

**NB: This course prepares for the "Staatsexamens-Klausur: Diachrone Sprachwissenschaft" in spring 2007.**

**Göran Wolf, M.A.**

**Writing English Grammar**

**Fri (2)**

**HSZ 101**

SiH: 3 KP (regular attendance, active participation; short presentations, mid-term take-home and final exam)

1 KP (regular attendance, active participation)

The last two decades have witnessed the publication of three major large-volume grammars, namely the *Comprehensive Grammar of the English Language*, the *Longman Grammar of Spoken and Written English* and the *Cambridge Grammar of the English Language*. Though adopting different theoretical approaches, the three influential grammars provide us with in-depth linguistic analyses. Becoming more familiar with the CGEL, LGSWE, CaGEL and smaller grammars which preceded and succeeded them, we will look at their obvious similarities and fundamental differences. In order to have a greater understanding of English grammar writing in general, we will devote ourselves to the long line of historical predecessors and discuss questions, such as: Which tradition does English grammar writing stem from? and When did it begin?

## Englische Literaturwissenschaft

**Prof. Dr. Stefan Horlacher**

**Jane Austen between Cynicism and Romanticism: Novels and Films** (compact seminar) **Tue (6)** **HSZ 204**

HS: 7 KP  
SiH: 3 KP  
1 KP } requirements to be announced in class

With *Mansfield Park* (1814) and *Sense and Sensibility* (1811), as well as the respective film versions directed by Patricia Rozema and Ang Lee, we shall be concentrating on two major Austen novels which are nevertheless surprisingly different from each other. After having established the surface content of the novels, we shall ask whether there is a subtextual level of meaning which the texts only seem to hint at. We shall consider whether *Sense and Sensibility* is essentially a romantic novel, whether it really pushes in the direction of a clear distinction between sense and sensibility and what its attitude towards romantic love is.

In accordance with this approach, we shall read *Mansfield Park* from a feminist and post-colonial perspective, analysing the role of femininity, slavery and patriarchy. Moreover, special attention will be paid to the characterisation of the female protagonist Fanny Price, to the role of the narrative voice, "Aunt Jane," and to the problematic functionalisation of theatricality. Finally, taking into account the concept of British heritage cinema, we shall analyse how far the film versions differ from the novels and which textual aspects they stress.

This seminar will be held as a compact seminar on one week-end in January. In addition to this there will be four introductory sessions during October and November. Active participation is expected.

The primary texts to be purchased and read *before* the beginning of the semester are:

Jane Austen. *Mansfield Park*. London: Penguin Books, 2003.

Jane Austen. *Sense and Sensibility*. London: Penguin Books, 2003.

**Prof. Dr. Stefan Horlacher**

**Transgression and Taboo in the Elizabethan and Jacobean Age**

**Wed (2) GER 52**

HS: 7 KP }  
SiH: 3 KP } requirements to be announced in class  
1 KP }

Focusing on the notions of taboo and transgression in relation to the genre of tragedy, this seminar will give a comprehensive introduction to Elizabethan and Jacobean drama as well as to the socio-economic background. After discussing the concept and function of taboos in human societies, we will concentrate on the genre of the revenge tragedy, which has long been viewed as containing exemplary instances of transgression. The Puritan Philip Stubbes, for example, wrote in his *Anatomie of Abuses* (1583) that the genre of tragedy lends itself to the teaching of vices, since it deals almost exclusively with "anger, wrath, immunity, cruelty, injury, incest, murder (*sic*), & such like." And in fact, starting with Thomas Kyd, a whole series of plays dealing with unbound revenge, hopeless situations, poisonings, stabbings, brutal murders, ghosts and rape, became popular between 1590 and 1630. In our seminar, we will examine the major revenge tragedies, define the Elizabethan conventions for this genre, consider why it was so popular at this point in time, analyze the socio-economic background of the period and probe into the enormous ethical problems of revenge.

Active participation is expected.

The primary texts to be purchased and read *before* the beginning of the semester are:

Cyril Tourneur. *The Atheist's Tragedy. The New Mermaids*. London: W.W. Norton, 1976.

John Webster. "The White Devil" and "The Duchess of Malfy." In: *Five Jacobean Tragedies*. Ware: Wordsworth Classics, 2001.

William Shakespeare. *Titus Andronicus*. London: The Arden Shakespeare, 2004.

John Ford. "'Tis Pity She's a Whore". In: *'Tis Pity She's a Whore and Other Plays by John Ford*. Oxford: Oxford University Press, 1999.

**Prof. Dr. Stefan Horlacher**

**Talking about Decline II: (Post-)Colonial Novels from Heart of Darkness to The Buddha of Suburbia**

**Wed (4) GER 39**

HS: 7 KP }  
SiH: 3 KP } requirements to be announced in class  
1 KP }

Focusing on three seminal (post-)colonial texts by Joseph Conrad, E.M. Forster and Hanif Kureishi, this seminar offers not only text analyses based on close reading as well as on different theoretical approaches, it also intends to give a critical survey of recent developments in post-colonial theory. Critics discussed in this context will include Frantz Fanon, Homi K. Bhabha, Edward Said, Gayatri Spivak and others,

while the concepts we shall focus on range from “alterity,” “hybridity” and “third space” to “difference vs. diversity.”  
Active participation is expected.

The primary texts to be purchased and read *before* the beginning of the semester are:

Joseph Conrad. *Heart of Darkness*. London: Penguin, 1999.

E. M. Forster. *A Passage to India*. London: Penguin, 1998.

Hanif Kureishi. *The Buddha of Suburbia*. London: Faber & Faber, 1999.

**NB: This course prepares for the “Schriftliches Staatsexamen: Klausur Englische Literaturwissenschaft” in spring 2007.**

## Kulturstudien Großbritanniens

**Prof. Dr. Thomas Kühn**  
**Mass Media and/as Culture**

**Wed (3)      HSZ 105**

HS: 7 KP (regular, active participation, oral presentation, academic essay)

SiH: 3 KP (regular & active participation, oral presentation)

1 KP (regular & active participation, thorough preparation)

Towards the end of the nineteenth century almost one hundred percent of the British population were literate. Therefore many more people than before wanted to have access to reading matter which was provided for by the new mass print media. The rise of the mass media, however, was not just perceived as social and cultural progress. In some intellectual quarters the new mass-competence and the mass media were regarded as a threat to long and well-preserved controls over writing, reading and interpreting social and cultural affairs.

In the seminar we will look at developments of mass literacy and mass media, their relation to the rise of a mass popular culture and the reaction of intellectuals to this new phenomenon. Thus, the rise of newspapers like *The Daily Mirror* and the *Daily Mail* will be scrutinised, and middle-brow, popular authors such as Arnold Bennett (much derided by novelists like Virginia Woolf) will be taken into account, together with some high-brow intellectuals' reaction to the new challenge. In this respect, fields like photography, film, painting and – later – radio come into play as well. Social phenomena such as class and gender issues will not be left out either.

In preparation, the consultation of articles on mass media (cf. *Keywords* and *New Keywords*) and general – cultural and intellectual – histories or entries in encyclopedia is expected.

Relevant study-material with excerpts from a great range of sources will be named at the beginning of the semester.

Please register on the list at the Cultural Studies pin board (in front of Frau Triska's office, ZS 1d/ Room 425). E-mail registration will not be taken into account.

**Prof. Dr. Thomas Kühn**  
**Two Worlds – Two Cultures**

**Thu (5)      HSZ 204**

HS: 7 KP (regular & active participation, oral presentation, academic essay)  
 SiH: 3 KP (regular & active participation, oral presentation)  
 1 KP (regular & active participation, thorough preparation)

When the English physicist and science administrator C. P. Snow coined the term “Two Cultures” in 1959, he thought of the increasing split between the sciences on the one hand and the arts and humanities on the other. Snow’s thesis caused a heated controversy and aggressive reactions. Although the German sociologist Wolf Lepenies called the affair “snow of yesteryear,” it is far from over. The Two-Cultures-Clash is relevant in the mutual (mis-)understandings between the sciences – applied or not – and other academic fields; it is of prime importance when dealing with the distribution of money, reputation and publicity in Western societies – our own university included. The clash has its predecessors in nineteenth century Britain and finds its fictional expression in a number of novels.

In this course, the Two-Cultures-Controversy and its 1960s context will be examined. This will be followed by discussions about historic contextualisations and the reading of fictional examples from the 1980s and 1990s, including David Lodge’s novels *Nice Work* (1985) and *Thinks....* (2001) and Carl Djerassi’s *Cantor’s Dilemma* (1989). Towards the end of the semester, we will turn to more theoretical questions around the so-called “Sokal’s Hoax” in which physicist Alan Sokal renewed Snow’s claims, this time against representatives of cultural studies. Another topic will be the so-called culture war. The question underlying the whole seminar will centre on the term “culture” and the conflict surrounding its terminological, academic and institutional representations.

The participants are required to read the three novels mentioned. The relevant non-fictional texts will be available at the beginning of the semester.

Please register on the list at the Cultural Studies pin-board (in front of Frau Triska’s office, ZS 1d/ Room 425). E-mail registration will not be taken into account.

**NB: This course prepares for the “Schriftliches Staatsexamen: Klausur Kulturstudien Großbritanniens” in spring 2007.**

## Amerikanische Literaturwissenschaft

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

**Black Drama**

**Thu (5)**

**HSZ E 01**

HS: 7 KP (regular and active attendance, oral presentation *and* academic paper)

SiH: 3 KP (regular and active participation, oral presentation)

1 KP (regular and active participation, minutes of one session)

The term 'Black Drama' originated in the context of the Civil Rights Movement of the 1960s. It was applied to dramas written by Blacks for Blacks with the purpose in mind to raise social and political awareness.

Since the premiere of Lorraine Hansberry's *A Raisin in the Sun* in 1959 a lot of plays with such an intention have been written, published and anthologized.

This course will deal with a selection of plays that includes all the relevant developments.

Thus we will start with Langston Hughes' play *Mulatto* (1935) as a forerunner and continue, after Hansberry, with such authors as Ossie Davis, James Baldwin, LeRoi Jones (Amiri Baraka), Ed Bullins, Adrienne Kennedy, August Wilson, Ntozake Shange, Judith Alexa Jackson, Suzan Lori-Parks, Djanet Sears.

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

**NB: This course prepares for the "Schriftliches Staatsexamen: Klausur Amerikanische Literaturwissenschaft" in spring 2007.**

### **Preparatory Reading:**

Samuel A. Hay. *African American Theatre. A Historical and Critical Analysis.*  
Cambridge U.P., 1994.

**PD Dr. Angelika Köhler**

**Magical Realism**

**Mon (5)**

**ZS 1d/ 418**

HS: 7 KP

SiH: 3 KP

1 KP

} requirements to be announced in class

Magical Realism is an international phenomenon with a wide-ranging history and with significant influences on the literatures of the world. Although Latin American writers were among the first to develop a critical concept of this literary mode and are still primary voices in its theoretical exploration and experimental application, we will read and discuss a variety of literary texts written in the U.S. and Canada that share the significant characteristic of moving back and forth between the disparate worlds of what we might call the historical and the imaginary. This course wants to give insight into the complex contexts and interdependencies which shape the concept of Magical Realism thus providing the basis for its understanding as a mode of writing that opens up new perspectives for postmodernist and postcolonial fiction.

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

Moreover students are expected to read:

Tomás Rivera	<i>.. y no se lo tragó la tierra</i> <i>and the Earth Did Not Part</i>	(1971)
Rudolfo Anaya	<i>Bless Me, Ultima</i>	(1972)
Ron Arias	<i>The Road to Tamazunchale</i>	(1975)
Toni Morrison	<i>Beloved</i>	(1987)
Ana Castillo	<i>Sapogonia</i> <i>So Far From God</i>	(1990) (1993)
Margaret Atwood	<i>The Robber Bride</i>	(1993)
Kathleen Alcalá	<i>Spirits of the Ordinary:</i> <i>A Tale of Casas Grandes</i>	(1997)

**PD Dr. Angelika Köhler**

**Willa Cather: Texts and Contexts**

**Thu (4)**

**ZS 1d/ 418**

HS: 7 KP	} requirements to be announced in class
SiH: 3 KP	
1 KP	

Reading and discussing Willa Cather's most important short stories and novels against the background of her life and the time that influenced her art and that she influenced with her art, this course wants to develop a broader understanding of the complex implications and the experimental approaches to new topics and aesthetic forms in the work of this writer. Together with Fitzgerald, Hemingway and Faulkner she shaped the American narrative tradition during the first half of the twentieth century. Exploring Cather's sense of the world we will primarily focus on her ambivalent negotiation of questions of gender and ethnicity as well as on her interpretation of the American frontier concept.

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

Moreover students are expected to read the following novels:

Willa Cather: <i>O Pioneers!</i>	(1913)
<i>The Song of the Lark</i>	(1915)
<i>My Ántonia</i>	(1918)
<i>A Lost Lady</i>	(1923)
<i>The Professor's House</i>	(1925)
<i>Death Comes for the Archbishop</i>	(1927)
<i>Lucy Gayheart</i>	(1935)
<i>Sapphira and the Slave Girl</i>	(1940)

**NB: This course prepares for the “Schriftliches Staatsexamen: Klausur Amerikanische Literaturwissenschaft” in spring 2007.**

## Kulturstudien Nordamerikas

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

**The U.S. 1980 to Today**

**Thu (3)**

**HSZ 401**

HS: 7 KP }  
SiH: 3 KP } requirements to be announced in class  
1 KP }

This course will look at the developments in American politics, society, and culture between 1980 and today. It will touch upon the domestic and foreign policies of the Reagan, Bush, Clinton and Bush administrations, the public debates (the "culture wars," the turn to the right, etc.), popular culture (film, music), etc.

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

**NB: This course prepares for the "Schriftliches Staatsexamen: Klausur Kulturstudien Nordamerikas" in spring 2007.**

**Dr. Khadija Fritsch-El Alaoui**

**U.S. Encounters with the Arab World**

**Mon (5)**

**HSZ 304**

HS: 7 KP }  
SiH: 3 KP } requirements to be announced in class  
1 KP }

*The Arab Mind, Jihad in America, Sacred Rage, The Closed Circle, Sandcastles.* These are book titles (prior to 9/11) that hint at the Arab thrust of much of the dominant discourse on the Arab World and the Middle East. This course on U.S. representations of Arabs and the Arab world will explore how representational and cultural issues are constitutive of U.S. economic and political change. How do these narratives relate to U.S. Middle-Eastern foreign policy? How do they connect to the U.S. military-industrial complex? What are the stories and contexts that are left untold by these dominant narratives? Is it a clash of cultures, as Samuel Huntington's civilizational thesis maintains, or is the clash about something else?

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

This seminar is also open to students in the Basic Studies stage (Grundstudium).

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

**North American Studies Colloquium**

**Mon (6)**

**ZS 1c/ 312**

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.

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

## Fachdidaktik

**Prof. Dr. Andreas Marschollek**

**Language Teaching with Literary Texts**

**Mon (3)**

**HSZ 101**

HS: 7 KP }  
SiH: 3 KP } requirements to be announced in class  
1 KP }

This seminar explores ways of dealing with literary texts in the foreign language classroom. We will analyze the respective theoretical background and transfer it to English classes by planning an exemplary teaching unit based on Ray Bradbury's *Fahrenheit 451*.

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

**Required Reading:**

Bradbury, Ray. *Fahrenheit 451*. Stuttgart: Reclam, 1953.

**Prof. Dr. Andreas Marschollek**

**Digital Media in the Language Classroom**

**Mon (5)**

**HSZ 204**

Additional courses: 13.11., WIL A 119  
20.11., WIL A 220  
27.11., WIL A 119  
04.12., WIL A 119  
11.12., WIL A 119  
18.12., WIL A 119

HS: 7 KP }  
SiH: 3 KP } requirements to be announced in class  
1 KP }

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 will investigate 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 will be explored. Participants will be asked to apply the results both to the planning and to the evaluation of teaching sequences.

**Dr. Grit Frommann**

**Children's and Classroom English (Part 2)  
(Englische Kinder- und Unterrichtssprache)**

**Wed (3) TBA  
GER 049**

SiH: 3 KP

The course is specifically geared towards those students who in their future careers will be teaching English to young learners (aged 4-10). It aims at making them fit to use their English in various classroom situations. By looking at lesson extracts students will become acquainted with useful classroom language, which will then be analysed and practiced thoroughly in a variety of activities. The course will thus help students to broaden their range of typical classroom instructions and provide them with phrases relevant to particular activity types. Fluency and pronunciation will hopefully also be improved by giving students a chance to talk about common primary school topics and current affairs.

**Sabine Reiter, Dipl.-Lehrerin**

**Schulpraktische Studien:**

**LA Gymnasien und LA Mittelschulen**

**Tue (4) ZS 1c/ 304 b**

SiH: 3 KP

**How to register:**

Register online between ~~October 1~~ **9 (!)** and 31, 2006 for summer semester 2007 via: [www.jexam.de](http://www.jexam.de)

Prerequisites:

- Intermediate Exam (Zwischenprüfung), please present the document in the first session.
- It is also recommended to take this course after having completed your mandatory stay in an Anglophone country.

For further information see the homepage of the institute.

This seminar introduces students to ways of organising and managing learning and teaching. It introduces also to approaches, methods and techniques in foreign language teaching.

It is accompanied by weekly classroom observations (1 DS) at cooperating schools. Participants are expected to observe, plan, teach and evaluate individual English lessons in classes involved in the programme.

**Sabine Reiter, Dipl.-Lehrerin**

**Teaching English at Infant and Primary School Level  
(Schulpraktische Studien: LA Grundschule)**

**Tue (2) ZS 1c/ 304 b**

SiH: 3 KP

**How to register:**

Register personally between October 1 and 31, 2006 for summer semester 2007 during office hours.

Prerequisites:

- Intermediate Exam (Zwischenprüfung), please present the document in the first session.
- It is also recommended to take this course after having completed your mandatory stay in an Anglophone country.

The course is meant for students of English as their *major subject*. The seminar introduces the participants to principles and techniques of teaching English at primary school.

According to the relevant curriculum special attention will be given to the development of the listening and speaking skills.

The second part of the programme is a teaching practice at a cooperating school. Students will observe lessons but also plan, teach and evaluate their own lessons.

**Dr. Carmen Weiss**

**Content and Language Integrated Learning (CLIL)**

**Tue (3)**

**GER 39**

HS: 7 KP (requirements to be announced in class)

SiH: 3 KP (requirements to be announced in class)

This course is intended to give an introduction to Content and Language Integrated Learning and its perspective for German schools. It provides understanding of what bilingual teaching means in terms of its features and how it can be realised at school. Students are offered insight into current approaches and teaching methods to combine language and content.

The seminar offers an opportunity of discussing current research and relevant issues as well as projects being carried out at several schools in Germany and abroad.

Students will develop their own 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.

The course is meant for students who are interested in teaching a subject through English, e.g. geography, music, biology, mathematics, politics.

**Dr. Carmen Weiss**

**Schulpraktische Studien: LA Gymnasien**

**Mon (3)**

SiH: 3 KP

Participants observe lessons taught by teachers at school. They are expected to prepare, teach and evaluate lessons themselves in two different grades (2 SWS). School days will be announced in September 2006.

In the accompanying seminar students will be introduced to different concepts of teaching. They will discuss ideas and models of relevant classroom teaching techniques. Students will study very practical aspects of how to teach English within the classroom setting. Subjects dealt with will include lesson planning, how to teach language and how to teach individual skills, such as speaking, reading, listening and writing. The seminar accompanies teaching lessons at school and provides support in very practical issues coming up in daily classroom situations (2 SWS).

**The course requires e-mail registration.**

## 11. Practical Language Courses

### 11.1 Basic Level

#### **SLS 1.1 Pronunciation and Intonation (British English)**

- |    |           |     |         |         |
|----|-----------|-----|---------|---------|
| 1. | Tuesday   | (5) | HSZ 101 | Park    |
| 2. | Tuesday   | (6) | GER 50  | Park    |
| 3. | Wednesday | (3) | HSZ 203 | Schmitz |
| 4. | Wednesday | (4) | HSZ 203 | Schmitz |

This course must be taken in the first semester. Students can choose whether they wish to concentrate on American or British styles of pronunciation. The skills and knowledge gained here will be developed in SLS 2.1 Listening and Speaking. In the course we aim to identify the students' problem areas, tune in ears to pronunciation style and speech rhythm (stress patterns, weak forms, linking), provide practical information on articulatory phonetics and (some) phonology of English, practise interpreting and writing passages in phonetic script, identify characteristic segmental and suprasegmental features in given (oral and/or written) passages, establish islands of perfection (speaking complex passages in near-perfect form) as stepping-stones to (a feeling of) progress and improvement. The course will have spoken and written assignments, and will involve 2 main tests: (1) test of phonetic transcription and phonology; (2) a speaking test at the end of the semester. The course materials will be sold in class – these consist of a course book with 2 CDs (“The Englang Pronunciation Course – British version”) which can be bought in class for € 15 (N.B. shop price = € 25) and photocopies for € 1. Please bring therefore € 16 to the first class. For more exact details of the course, see the GLC 1 Pronunciation and Intonation syllabus.

#### **SLS 1.1 Pronunciation and Intonation (American English)**

- |    |          |     |            |            |
|----|----------|-----|------------|------------|
| 1. | Tuesday  | (3) | SCH/ A 252 | Stahlheber |
| 2. | Thursday | (2) | GER 54     | Hintz      |
| 3. | Thursday | (3) | GER 54     | Hintz      |

This course must be taken in the first semester. Students can choose whether they wish to concentrate on American or British styles of pronunciation. The skills and knowledge gained here will be developed in SLS 2.1 Listening and Speaking. In the course we aim to identify the students' problem areas, tune in ears to pronunciation style and speech rhythm (stress patterns, weak forms, linking), provide practical information on articulatory phonetics and (some) phonology of English, practise interpreting and writing passages in phonetic script, identify characteristic segmental and suprasegmental features in given (oral and/or written) passages, establish islands of perfection (speaking complex passages in near-perfect form) as stepping-stones to (a feeling of) progress and improvement. The course will have spoken and written assignments, and will involve 2 main tests: (1) test of phonetic transcription and phonology; (2) a speaking test at the end of the semester.

The course materials will be sold in the first class:

Mr Hintz' class: the materials consist of a course book (“The Englang Pronunciation Course – American version”) with 2 CDs which should be bought in the first class – the cost is € 15 (N.B. shop price = € 25) and photocopies for € 1. Please

bring therefore € 16 to the first class. For more exact details of the course, see the GLC 1 Pronunciation and Intonation syllabus.

Ms Stahlheber's class: students will buy photocopied materials (ca. € 5).

### SLS 1.2 Grammar

1.	Monday	(3)	GER 50	Stahlheber
2.	Monday	(5)	GER 50	Stahlheber
3.	Tuesday	(3)	SE 2/ 123	Hollingsworth
4.	Wednesday	(3)	GER 09	Kreutel
5.	Wednesday	(4)	WIL/ C 102	Kreutel
6.	Wednesday	(6)	HSZ 301	Stahlheber
7.	Friday	(2)	GER 50	Hintz

Using a contrastive approach to grammar, this course deals with basic and advanced grammar concepts and targets the particular problems Germans commonly have with English grammar. This course builds on the knowledge of grammar gained at school, but whereas "Abitur" classes often concentrate on communicative skills, this university course will focus on accuracy. Although students have encountered and practised most aspects of English grammar in school, many do not control them well. The course will involve close working with a good grammar reference book, analysing texts and grammatical structures, frequent quizzes to establish strengths and weaknesses, sentence translation from German into English and some text production. The participants of all the groups will do a standardised exam at the end of the semester. Course materials will be sold in the first class (ca. € 4) and students should buy the following book before the first class:

L. G. Alexander. *Longman English Grammar*. Langenscheidt Longman, 1988 etc. ISBN: 0-582-55892-2 P (available at TU-Buchhandlung)

### SLS 2.1 Listening and Speaking

1.	Monday	(4)	ZS 1c/ 304 b	Kreutel
2.	Monday	(5)	ZS 1c/ 304 b	Kreutel
3.	Thursday	(1)	ZS 1c/ 304 b	Park
4.	Thursday	(2)	ZS 1c/ 304 b	Park

This course is offered to B.A. students in their Year Two (i.e. third semester), and *Lehramt* and others in their second or third semester. Please note that students in their third semester will have priority should there be more students than places.

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

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

**SLS 2.2 Reading**

1. Monday (2) ZS 1d/ 418 N.N.
2. Monday (3) ZS 1d/ 418 N.N.
3. Tuesday (4) WIL/ C 105 N.N.
4. Tuesday (5) WIL/ A 221 N.N.
5. Wednesday (2) HSZ 105 Hollingsworth

This course is offered to B.A. students in their Year Two (i.e. third semester), and *Lehramt* and others in their second or third semester. For students matriculated before October 2005 this course can count as the equivalent of the old "GLC 2 Vocabulary and Reading" course. Please note that this course will not be offered in SS 2007.

The aim of this course is to raise familiarity with a wide range of text types and to practise efficient reading techniques which will support students' studies in general. The course will build on the skills and knowledge gained in the SLS 1.3 Vocabulary course. Students will be given both intensive assignments (shorter texts and extracts) as well as an extensive reading assignment (a whole novel). Materials will be sold in the first class (€5).

**GLC 3/ SLS 2.3 Basic Writing**

1. Thursday (2) ZS 1e/ 501 Kreutel
2. Thursday (4) ZS 1c/ 304 b Kreutel
3. Wednesday (3) GER 50 Stahlheber

This course is especially intended for M.A. Majors and *Lehramt Gymnasium/Berufsschule* students who matriculated before October 2005 and these should register online. Students in their second or third semester may only have places if the classes are not full – they should contact the individual course instructors directly if they wish to participate. If you are following a programme which does not demand this course (e.g. M.A. Minor, *Lehramt Mittelschule, Angewandte Linguistik*), note that you may only participate in this course if the class number is below 15 – please contact the class teacher if you are interested.

This course will teach and practise various types of written tasks and texts, primarily argumentative essays but also formal letters, summaries, CVs/resumes, as well as some sentence translation from German into English. The course is also intended to help prepare students for the essay section of the Basic Level Preliminary Language Exam. Course materials will be sold in class.

**11.2 Advanced Level****GLC 4 Current Affairs in the USA**

Tuesday (2) ZS 1d/ 418 Hintz

This course will provide reading, writing, speaking, listening and translating practice based on materials drawn up from current events in America. News reports and other media sources will provide a stock of topics for language practice, e.g. sports, politics, the arts, popular culture and changing lifestyles. Students will be expected to lead a discussion on a topic of current interest in the USA. Some translation,

vocabulary building and essay assignments will also help prepare students for the final exams. Materials will be distributed in class.

#### **GLC 4 Language for Discussing Linguistics**

Tuesday (5) HSZ 105 Stahlheber

This class is aimed at students majoring in English linguistics and at those interested in cultivating their interest in this field. Topics will include historical linguistics, dialectology, feminist linguistics, second-language acquisition, word formation, syntax, word order, sociolinguistics, language change, attitudinal research, ESP (English for Special Purposes = "Fachenglisch"), and language criticism. There will be homework assignments, pair work and individual presentations, and a midterm and a final exam. Active participation is a sine qua non. Materials will be distributed in class.

#### **GLC 4 Novel Language**

Wednesday (4) ZS 1d/ 418 Hollingsworth

In this course we will be using David Lodge's novel *Nice Work* (Publisher: Penguin; ISBN: 0-14-011920-5) – online from Amazon at € 11.99 or from the TU Buchhandlung. We shall use this book as the basis for discussing and practising the language of literature. Please note that the emphasis here is on language practice and not on a literary approach. We will also take a look at the background to the university situation in Great Britain as described by Lodge. In addition, students will also prepare a presentation with a language exercise, as well as doing some text translation and writing assignments. Extra materials will be sold in class (ca. € 2).

#### **GLC 4 Language and the Media**

Wednesday (6) ZS 1d/ 418 Park

This course is intended for students interested in all aspects of modern media. We will look at the special language and journalistic style used in printed, broadcast and on-line media, taking a cross-cultural and historical perspective. This will be the basis of further language work. Issues of political and commercial interference in the media, globalisation and bias will be covered and students will engage in pair/group work and present topics to the class.

#### **GLC 4 Classroom English**

1. Thursday (2) ZS 1d/ 418 Hollingsworth

2. Thursday (3) ZS 1d/ 418 Hollingsworth

This course is aimed at student teachers and will concentrate on learning and practising the language needed for conducting lessons in English. This will involve the language required for discussing topics like classroom surroundings, culture, pupils' language errors, discipline, the organisation of schools, games, technical equipment, trips abroad, literature and films. We shall also discuss general issues in teaching such as learning difficulties, gender issues, school reforms, PISA etc. Students will also be expected to present an article with exercises on a topic connected to teaching English in schools. Materials will be sold in class (ca. € 5).

**GLC 4 Language for Discussing Film**

Thursday (5) GER 50 Stahlheber

Using a variety of important films, this class will discuss aspects such as the adaptations of books, cultural differences in film, the attributes of success and the processes of film-making. The course will involve viewing films outside class, and students will prepare talks and discussions in class. Student tasks include: (1) the acquisition of new terminology/vocabulary, (2) the writing of plot summaries, reviews, essays and (3) the presentation of a short paper.

**GLC 5 Advanced Translation**

1. Wednesday (2) ZS 1d/ 418 Hintz
2. Wednesday (3) ZS 1d/ 418 Hintz

This course is intended to be the main preparation course for the translation part of the MA and First State Exam. Students will be introduced to some theories and techniques of translating and there will be systematic practice of particular structures and lexis which are difficult to translate. Students will be given texts to translate in class and at home. Students should certainly have two or three different grammar books and a good monolingual dictionary. A course pack will be sold in class (ca. € 4).

**GLC 5 Advanced Essay Writing**

1. Monday (6) SE 2/ 103 Park
2. Tuesday (2) SE 2/ 123 Hollingsworth

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 (ca. € 5).

**11.3 Electives**

(Basic Level **and** Advanced Level unless otherwise stated)

**CALL: Computer-Assisted Language Learning**

Tuesday (2) ZS 1a/ 129 Kreutel

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

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

### **CALT: Computer-Assisted Language Teaching**

Tuesday (3) ZS 1a/ 129 Kreutel

This course is aimed at LA students and those M.A./B.A. students who are interested in English Language Teaching. Based on the pedagogical approach of task-based teaching, the course aims to familiarize students with the use of computer- and internet-based applications in the foreign language classroom from a theoretical as well as practical perspective. At the same time, students will improve their own command of the language through a variety of oral and written exercises.

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

### **Theatre Workshop**

Monday (7) HSZ E 03 Park

This semester we will concentrate on a number of aspects aimed at newcomers to the acting scene. These will include theatre games and the fundamentals of acting and voice projection. Among other things, improvisation and developing a character will be practised in some detail. We will also read a number of short scenes and sketches which will be used as the basis for trying out acting techniques.

### **Preparation for the Exams (Advanced Level only)**

Tuesday (4) ZS 1d/ 418 Hintz

You must have the "Scheine" for GLC 5 Translation and GLC 5 Essay (for Lehramt Mittelschule only the "Schein" for GLC 5 Translation is required) to take this course. Please bring these certificates to the first class to prove your eligibility. You may take this course at the same time as taking the M.A. Preliminary Language Exam in November 2006.

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

### **Translation: English into German**

Thursday (3) GER 50 Stahlheber

The most well-known result of translation research is that translations should be carried out from L2 into one's mother tongue. Nevertheless, comprehension of the source text and its nuances is still a requirement.

The syllabus of this class will comprise the contrastive analysis of a number of texts and their distinctive features in L1 and L2, the translation of these texts, and the concomitant acquisition of pertinent English vocabulary, idioms, collocations, syntax & grammar. One other major focus of the class will be the reshuffling of sentence structure for better fit in the target language, the goal being greater ease at wording German equivalents. For comic relief, funny mishaps of international hotel and

museum translations will be interspersed every once in a while. There will be a midterm and a final exam consisting of a small translation and a test of the grammar and vocabulary covered.

### **JABS Magazine**

Wednesday (6) ZS 1c/ 304 b Hollingsworth

The English department has a student-based English magazine, called JABS (Journal of American and British Studies or a quick injection!). We are looking for a small team of a maximum of 15 students who are willing to work closely together and independently as a group. The students who are involved can fall back on the support of Mr Hollingsworth but will generally bear responsibility and also enjoy a lot of freedom and creativity.

### **Nashville Project**

Friday (3) GER 50 Hintz

This course will take place at Belmont University in Nashville, Tennessee, during the semester break in February/March 2006 and will offer approximately ten students the opportunity over a period of eight to ten days to work on a common project of their choosing related to Nashville or the area, e.g. country music, the American South, the American Civil War, etc. Students will of course also be exposed to the English language in a native environment and should therefore see this trip both as a language enrichment and cultural experience. After the project is completed, students will create a display in the English department which highlights aspects of their work. In preparation for the trip, students will meet at predetermined times to discuss details and ideas related to the project.

The first meeting takes place on Friday 20 October (3<sup>rd</sup> lesson = 11.10 h).

The faculty is hoping to provide some financial support to each participant. Housing and some meals will be provided free by Belmont University. Students will travel individually and have the freedom to spend more time in the USA before and after the project work in Nashville.

### **Film Club**

Thursday (7) + (8) HSZ 401 Mächler

All students are welcome to join the Film Club and come to our weekly film shows. A few students who engage themselves in its organization may get credit for this extra activity. Those students should be interested in films and team work and will have to share the following activities: introduce and show some of the weekly films, produce some writing on Film Club performances, update film library and edit Film Club web site, advertise films in JABS and university magazines, produce and distribute copies of posters/flyers, help with Film Club management.

SiG: 3 KP

Ü (B.A./AQua): 2 KP

The first Film Club meeting is scheduled for Thursday, October 12, at 7 p.m. in HSZ 401.