

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

SEMESTERMITTEILUNGEN

Sommersemester 2007

Geändert am 15.03.2007
Geändert am 23.03.2007
Geändert am 05.04.2007
Zuletzt geändert am 10.04.2007

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 | 32347 | ZS 1d, Zi. 425 |
| Damm, Andreas; (Lb) | Kulturstudien Großbritanniens | 35938 | ZS 1d, Zi. 432 |
| Erbacher, Eric (Doktd.) | Kulturstudien Nordamerikas | 33004 | ZS 1c, Zi. 317 |
| Georgi-Findlay, Brigitte; Prof. Dr. | Kulturstudien Nordamerikas, Dekanin der Fakultät SLK | 35574/ 37733 | ZS 1c, Zi. 317 b |
| Gramatté, Anna-Maria; M.A. | UNICERT ^R | 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 Literaturwissenschaft | 33855 | ZS 1c, Zi. 307 |
| Köhler, Angelika; PD Dr. | Amerikanische Literaturwissenschaft, Geschäftsführende Assistentin | 33025 | ZS 1d, Zi. 427 |
| Kreutel, Karen; M.A., M.A. | Sprachpraxis | 33019 | ZS 1d, Zi. 431 |
| Kühn, Thomas; Prof. Dr. | Kulturstudien Großbritanniens Geschäftsführender Direktor | 33003 | ZS 1d, Zi. 423/4 |
| Lange, Claudia; Dr. | Englische Sprachwissenschaft/Mediävistik | 37819 | ZS 1c, Zi. 316 |
| Mächler, Kerstin; M.A. | Amerikanische Literaturwissenschaft | 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 Literaturwissenschaft | 33088 | ZS 1c, Zi. 308 |
| Mohr, Hans-Ulrich; Prof. Dr. | Amerikanische Literaturwissenschaft | 33016/ 37733 | ZS 1c, Zi. 320 |
| Orrison, Elisabeth; M.A. (Lb) | Sprachpraxis | 32347 | ZS 1d, Zi. 425 |
| Park, Laura; M.A. | Sprachpraxis | 33028 | ZS 1d, Zi. 419 |
| Reiter, Sabine; Dipl.-Lehrerin | Fachdidaktik, BBW | 33017 | ZS 1d, Zi. 422 |

| | | | |
|----------------------------------|--|-----------------|-------------------------------|
| Schaal, Patricia | Sekretariat Amerikanische Literaturwissenschaft und Kulturstudien Nordamerikas | 32878/ 37733 | ZS 1c, Zi. 319 |
| Schaefer, Ursula; Prof. Dr. | Englische Sprachwissenschaft/Mediävistik | 36486/ 31994 | ZS 1c, Zi. 321 b |
| Schenk, Ulrike; M.A. | Englische Sprachwissenschaft/Mediävistik | 34994 | Zellescher Weg 13, Zi. 504 |
| Schmidt, Monika | Sekretariat Englische Literaturwissenschaft/Englische Sprachwissenschaft | 33848/ 35135 | ZS 1c, Zi. 306 |
| Schmitz, Alison; B.A. hons. (Lb) | Sprachpraxis | 32347 | ZS 1d, Zi. 425 |
| Schulze, Sylvia; M.A. | Kulturstudien Großbritanniens | 35938 | ZS 1d, Zi. 432 |
| Simon, Denis; M.A. (Lb) | Englische Literaturwissenschaft | 33088 | ZS 1c, Zi. 308 |
| Stahlheber, Eva; M.A. | Sprachpraxis | 33038 | ZS 1d, Zi. 429 |
| Stear, Peter; M.A. | Englische Literaturwissenschaft | 33088 | ZS 1c, Zi. 308 |
| Triska, Anke | Sekretariat der Geschäftsführenden Direktion/ Fachdidaktik/Kulturstudien Großbritanniens | 32347/ 37166 | ZS 1d, Zi. 425 |
| Weber, Beatrix; M.A. | Englische Sprachwissenschaft/Mediävistik | 34994 | Zellescher Weg 13, Zi. 504 |
| Weiss, Carmen; Dr. | Fachdidaktik, BBW | 33017 | ZS 1d, Zi. 422 |
| Wittiger, Cordelia; M.A. | Englische Sprachwissenschaft/Mediävistik | 34994 | Zellescher Weg 13, Zi. 504 |
| Wolf, Göran; M.A. | Englische Sprachwissenschaft/Mediävistik | 33026 | ZS 1c, Zi. 302 |
| Zienert, Katja; M.A. | Englische Sprachwissenschaft/Mediävistik | 37819 | ZS 1c, Zi. 316 |

Professor(innen) im Ruhestand

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

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

Englische Literaturwissenschaft
Kulturstudien Großbritanniens
Englische Sprache und Literatur und ihre
Didaktik

2. Studienberatung

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

PD Dr. Angelika Köhler

Beraterin für das Hauptstudium
(*Graduate Adviser*):

Prof. Dr. Brigitte Georgi-Findlay

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

3. Institutsadressen

Postadresse:

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

Internetadresse:

http://tu-dresden.de/die_tu_dresden/fakultaeten/fakultaet_sprach_literatur_und_kulturwissenschaften/anglistik_und_amerikanistik

E-Mail:

anglist@mailbox.tu-dresden.de

Besucheradresse:

Zeunerstraße 1c und 1d

4. Semestertermine

Sommersemester **01.04.2007- 30.09.2007**

Lehrveranstaltungen 02.04.2007 - 25.05.2007
04.06.2007 - 14.07.2007

Vorlesungsfreie Zeiten

| | |
|-----------------|-------------------------|
| Ostern | 06.04.2007 – 09.04.2007 |
| 1. Mai | 01.05.2007 |
| Himmelfahrt | 17.05.2007 |
| Pfingsten | 26.05.2007 – 03.06.2007 |
| dies academicus | 09.05.2007 |

5. Öffnungszeiten der Sekretariate

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

6. Personalia

Geschäftsführender Direktor für das Akademische Jahr 2006/2007 ist Prof. Dr. Thomas Kühn.

Herr Prof. Dr. Hans-Ulrich Mohr hat ein Forschungssemester.

7. Plagierte Studienleistungen

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

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

Definition:

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

Prof. Dr. Bernd Voss
Dekan

8. 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.

9. Verwendete Abkürzungen

| | |
|----|----------------------------|
| KP | Kreditpunkt (credit point) |
| Lb | Lehrbeauftragte/r |

Lage der Lehrräume

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

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

Wichtiger Hinweis:

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

10. Lehrveranstaltungstypen

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

11. Wichtige Hinweise zur Auswahl der Lehrveranstaltungen

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

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

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

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

12. Verzeichnis der Lehrveranstaltungen

12.1 Vorlesungen (Grund- und Hauptstudium)

Englische Sprachwissenschaft/Mediävistik

Prof. Dr. Ursula Schaefer

| | | | |
|-------------|--|----------------|----------------|
| 2110 | Old English Literature | Wed (2) | HSZ 401 |
| 2410 | and Culture | | |
| V + KI | 3 KP (pass the final exam - to take place in the last meeting, July 11). | | |
| V | 1 KP (regular attendance is required) | | |

Anglo-Saxon England was the first Germanic culture in the earlier Middle Ages that produced a substantial body of vernacular poetry. Part of the answer to the question why the English took the lead certainly lies in the fact that by the end of the ninth century the vernacular was – more or less – fully textualized.

The lecture will provide an overview of the vernacular poetry mainly of the 10th and 11th centuries. Like any poetry that of the Old English period is deeply informed by the culture into which it is embedded. As some students may not be all that familiar with the period under consideration the lecture will be structured in such a way that it provides an historical outline of the period as well as the cultural specificities that have created such masterpieces as the *Beowulf* epos and the so-called Old English *Elegies*.

By the end of the class the students will have gained an overview of the main pieces of literature of the period and be able to situate them in their cultural context. They will also have gained the competence to further pursue literary and cultural studies beyond the matter of the lecture and situate their knowledge into ongoing research in this field.

A thematic roster and a bibliography will be provided by March 15 on the homepage of Anglistische Sprachwissenschaft.

A selection of Old English texts to discuss in class will be provided for sale before and after the first meeting.

Englische Literaturwissenschaft

Prof. Dr. Stefan Horlacher

2210 **VL Gender Studies and Literature II** **Thu (3)** **HSZ 403**
2410

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

This lecture focuses on recent developments in the field of gender studies and deconstructive feminism. Students who have not attended "Gender Studies and Literature I" are (also) invited to take part since during the first two sessions a short summary of the development of women studies and gender studies from Simone de Beauvoir to the late 1980s will be given. However, the main part of this lecture will concentrate on the theories and approaches to gender studies as represented by Judith Butler, Donna Haraway and Rosi Braidotti. Special attention will be given to the field of Men's Studies and to the interrelatedness of language, sexuality and the construction of identity. In order to bridge the gap between the theory of gender studies/deconstructive feminism and literature, we will dedicate at least two sessions to a discussion and analysis of Thomas Hardy's novel *Jude the Obscure*.

As a preparation for the lecture you should read:

Chris Weedon. *Wissen und Erfahrung. Feministische Praxis und Poststrukturalistische Theorie*. Zürich 1990.

Thomas Hardy. *Jude the Obscure*. Penguin Books: London 1998

Further texts will be announced on the class page at the beginning of term.

Participants must sign up at Mrs. Schmidt's office.

Kulturstudien Großbritanniens

Prof. Dr. Thomas Kühn

2310 **20th Century British Cultural History** **Fr (2)** **ASB 120**
2410 **(1945 – 1997)**

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

V 1 KP (regular attendance and participation)

The period after World War II can be divided into two phases both of which saw fundamental changes in Britain. The course of lectures will provide a survey of some of these changes, focussing on signifying practices. The phases that will be introduced are:

The post-war period

- with the cold war, the arms race, the introduction of nuclear weapons as well as nuclear power,
- as a period of prosperity with hopes for a new Elizabethan Age,
- with the decline of the Empire, decolonization and mass immigration
- with the rise of youth culture expressed in music, film, literature, and students' protests;

The period from the 1970s onwards that saw

- Britain as the "sick man of Europe" (70s),
- the fight against the economic decline under Margaret Thatcher with far-reaching social and political implications and adventures like the Falklands War (80s),
- splendid occasions for Royal pageantry and their subversion by deep crises on the death of Lady Diana.

Whether the rise to power of New Labour under Tony Blair in 1997, incidently the year of Diana's death, can be regarded as yet a new phase remains to be seen.

This course prepares students for the "Schriftliches Staatsexamen: Klausur Kulturstudien Großbritanniens" in autumn 2007.

Kulturstudien Nordamerikas

Prof. Dr. Brigitte Georgi-Findlay

2310 American Cultural History 2
2410 (ca. 1800 – ca. 1900)

Tue (5)

BEY 118

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

V 1 KP (regular attendance and participation)

This lecture course deals with the issues and developments in North American social and cultural history from the late 18th century to the late 19th century, such as westward expansion, slavery, and the events leading to and following the Civil War, the development of a middle class culture, developments in popular and high culture, ethnic and racial diversity.

12.2 Seminare und Übungen im Grundstudium

Internet Tutoring Team & SLUB

Internet Tutorials & SLUB Bausteine

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

The Internet tutorials and SLUB Bausteine 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 Technische Universität Dresden in their basic studies and comprises the following:

- **Internet tutorial: block of three 90-minute sessions** (one block = session 1, 2, 3)
- **SLUB trainings: three 90-minute Bausteine** (Baustein 1, 2, 3)
- **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 blocks/Bausteine **just once**, i.e.:

- **one block of Internet Tutorials** (session 1, 2, 3)
- **all three SLUB Bausteine** (Bausteine 1, 2, 3)

Students are expected to attend:

- in their **first semester**
 - Internet Tutorials (all 3 sessions in one block – it's not possible to split)
 - SLUB Baustein 1
- in their **second semester**
 - SLUB Baustein 2
- in their **third semester**
 - SLUB Baustein 3

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

- for **Baustein 2 + 3**
 - during the online registration for the GLC classes
- for **Baustein 1 + Internet Tutorials**
 - with the Internet tutors at the information meeting, tba.

Internet Tutorials, tba

Place: **WIL A 220**

SLUB Baustein , tba

Place: **SLUB Foyer** (Zellescher Weg 18)

SLUB Baustein II, tba

Place: **WIL A 220**

SLUB Baustein III, tba

Place: **WIL A 220**

Please see our homepage: <<http://rcswww.urz.tu-dresden.de/~lehre/student/>>

Lehrangebot AQua

Katja Zienert, M.A.

| | | | |
|-------------|-----------------------------------|--|------------------|
| AQua | Presenting Language Topics | Mon (6) from 14/5 Mon (6+7) | ZS 1, 501 |
|-------------|-----------------------------------|--|------------------|

AQua 2 KP (regular attendance, presentations, short 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 is related to language provides the presentation topics which will also be discussed in a mandatory essay.

Teilnehmerzahl: 15

Einschreibung: per E-Mail an KatjaZienert@web.de

Prerequisites:

an interest in language

Englische Sprachwissenschaft/Mediävistik

Prof. Dr. Ursula Schaefer

1110 Introduction to Diachronic Thu (5) ZEU 160
Linguistics

EK + T

4 KP (required to attendance of lecture and tutorial, tests, final written exam).

1 KP (regular attendance is required)

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

You will be given an overview of historical developments of the English language. This will cover the fields of phonology, morphology, syntax and semantics from the point of view of their systematic historical developments that have led to Present Day Standard British English and General American. Simultaneously you will be introduced to the basic tools of linguistic analysis and description that are valid both for the synchronic and the diachronic approach.

By the end of the class the students will have acquired the linguistic tools to analyze speech phenomena at a basic level. Moreover they have become familiar with the main developments in the history of English. They are thus provided with the competence to apply basic analytic procedures to historical as well as modern texts and to attend further classes in historical linguistics and/or medieval studies.

ACCOMPANYING TUTORIALS:

Thu (6) (starting April 12, 2007):

T 1: MER 03

T 2: MER 01

T 3: SCH A 189

T 4: HÜL S 188

T 5: SCH A 252

T 6: SE 2 105

Dr. Claudia Lange

**2120
2420**

Reading Linguistic Classics

Thu (3)

GER 09

PS 6 KP (active participation, 5 written assignments, essay)
SiG 3 KP (active participation, 5 written assignments)

This course is designed for students who have passed the *Introduction to Linguistics* but still feel quite shaky when having to read and understand actual linguistic articles rather than just pre-digested introductory textbooks. The course includes classic texts from some familiar fields such as structuralism in general, syntax, and semantics, as well as texts from linguistic disciplines not covered by the *Introduction*, such as sociolinguistics and pragmatics. We will tackle one article per session (or take two sessions for a topic if necessary) with the aim of highlighting the main arguments, clarifying the theoretical assumptions made, understanding how technical terminology is used and how the author's ideas fit into the broader picture of the discipline.

The course texts will be made available on our Moodle-website.

We strongly encourage students opting for the above seminar to partake in the language class "Academic Writing" offered by Karen Kreutel.

It will help them with written assignments for the PS.

Prerequisites:

successful completion of the *Introduction to Linguistics* (either synchronic or diachronic), willingness to read and to discuss linguistic articles

Dr. Claudia Lange**2120
2420****Meaning in English****Tue (4)****GER 54**

| | |
|-----|---|
| PS | 6 KP (active participation, presentation, 5 written assignments, essay) |
| SiG | 3 KP (active participation, presentation, 5 written assignments) 1 KP (regular and active participation) |

"It is important to learn to be surprised by simple things" (Noam Chomsky). We all know and use words and sentences effortlessly, but the question of how these expressions come to have a meaning or even of the meaning of *meaning* itself is wildly puzzling. This course is designed to explore the various ways of investigating meaning in language: we will first look at the familiar field of lexical semantics, dealing with word meaning and related issues such as lexical fields and sense relations; and we will also be concerned with the question of how words and their meanings are processed and stored in our mental lexicon. We will then extend our discussion to the meaning of sentences and establish what it actually means for a sentence to be true. A further important approach to meaning is provided by the field of Pragmatics which focuses on meaning in context, trying to explain the gap between what we say and what we mean.

We strongly encourage students opting for the above seminar to partake in the language class "Academic Writing" offered by Karen Kreutel. It will help them with written assignments for the PS.

Prerequisites:

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

Ulrike Schenk, M.A.**2120
2420****Highlights of Geoffrey Chaucer's
*Canterbury Tales*****Wed (5)****WIL C 103**

| | |
|-----|---|
| PS | 6 KP (regular attendance, regular assignments, active participation, oral presentation and research paper of 10 pages) |
| SiG | 3 KP (regular attendance, regular assignments, active participation and oral presentation) 1 KP (regular and active participation) |

This course will deal with highlights of the major work of Geoffrey Chaucer, the most prolific poet of Middle English. Before we start reading selected *Canterbury Tales*, we will focus on the following topics: England in the age of Chaucer, the language situation in 14th century England, Chaucer's life and works, and Chaucer's language. We will then read and discuss the following extracts from the *Canterbury Tales*: The General Prologue, The Knight's Tale, The Miller's Tale, The Man of Law's Tale, The Wife of Bath's Tale and The Tale of Sir Thopas. A final topic will be the publication history of the *Canterbury Tales* and the reception of Chaucer through the ages in order to be able to judge Chaucer's role in the history of the English language and literature.

The tales will be taken from the following edition: *The Riverside Chaucer*. Ed. Larry D. Benson. Oxford: OUP, 1987.

Master copies of the tales we will deal with will be provided in the *Semesterordner*. Translations of the respective tales as well as selected secondary literature will also be provided there. A bibliography will be distributed in the first session.

Prerequisites:

Successful completion of the *Introduction to Diachronic Linguistics* or the *Introduction to Middle English*

Göran Wolf, M.A.

1120 Chapters from English Grammar Mon (3) GER 07

Ü 2 KP (requirements: voluntary, ungraded assignments, mid-term take-home and final exam)

"You must admit that you knew that I had told my father that I am pregnant." Though such an 'add-on' sentence is stylistically somewhat 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 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.

Prerequisites:

Recommended reading: Greenbaum, Sidney (2000). *The Oxford Reference Grammar*. Ed. by Edmund Weiner. Oxford: OUP.

Göran Wolf, M.A.

| | | | |
|-------------|-----------------------------|----------------|---------------|
| 2220 | Varieties of English | Fri (2) | GER 07 |
| 2420 | | | |

| | |
|----|---|
| PS | seminar paper, presentation (forming basis of the seminar paper), summary of someone else's presentation or alternative workload |
|----|---|

| | |
|-----|--|
| SiG | summary of someone else's presentation, abstract or review article of one of the titles of the SMA (or any other relevant, course-related publication), third workload to be announced |
|-----|--|

English is spoken on virtually every continent, which naturally must result in a great deal of variation. This seminar looks at (native) varieties of English. After tackling general concepts (of dialectology and sociolinguistics), we will consider how and why varieties of English differ in pronunciation, grammar, vocabulary and spelling. We will also explore how major varieties have developed, how varieties of English converge and diverge. After all, the course also looks at the vexed questions of standard varieties and national varieties.

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

We strongly encourage students opting for the above seminar to partake in the language class "Academic Writing" offered by Karen Kreutel. It will help them with written assignments for the PS.

Prerequisites:

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

Recommended reading tba.

Katja Zienert, M.A.

1120

English Words

Mon (4)

ZS 1, 501

30/5 (2+3)

31/5 (2+3)

SiG

3 KP (regular attendance, presentation, assignments)

Ü

2 KP (regular attendance, presentation, assignments)

1 KP (regular attendance)

This is a course for beginners: We will dive into the world of English Words and approach the topic from various perspectives. Have you ever wondered why learning English vocabulary never ends? And why some English words are hard and others easier to figure out? And about the question of what a word actually is? Or what are words made of? With the help of the *Oxford English Dictionary (OED)* we will have a closer look at the biographies of words: their history (etymology), their meaning (semantics) and their structure (morphology). We will encounter different methods of storing words in books. By asking whether it is really easier for Germans to learn English than vice versa, we will also learn about the language family and the closest relatives of English.

Prerequisites: an interest in linguistics

Cordelia Wittiger**2120****Introduction to Old English****Fri (3)****ZS 1, 228**

| | |
|-----|--|
| PS | 6 KP (active participation, 5 written assignments, finals) |
| SiG | 3 KP (active participation, 5 written assignments) |
| | 1 KP (regular and active participation) |

Will you ever need your Old English to talk to King Alfred? Not very likely. However, this is an invitation to have a closer look at his time, the early Middle Ages, and his language, Old English (OE). Aspects of language history and a survey of the linguistic features of OE will be linked to extralinguistic issues, such as historical events, cultural phenomena, and literary genres. This course will enable you to gain access to any basic OE text by using a dictionary and an OE grammar. Be charmed by OE, and discover the roots of 'middle earth'.

Prerequisites:

successful completion of the *Introduction to Linguistics* (either synchronic or diachronic), willingness to spend three hours a week for historical stages of English; please check HP Sprachwissenschaft/Mediävistik for material or moodle modules ahead of semester start.

Claudia Aurich, M.A.**1120****Medieval England****Wed (5)****GER 51**

| | |
|-----|--|
| 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 language stages of English 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:

Interest in linguistics and medieval studies.

Englische Literaturwissenschaft

Prof. Dr. Stefan Horlacher

1210 Introduction to Literary Studies Wed (7) HSZ 02

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

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

Accompanying Tutorials:

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

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

Please buy:

Vera and Ansgar Nünning (eds.). *An Introduction to the Study of English and American Literature*. Barcelona; Stuttgart: Klett Sprachen, 2004.

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

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

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

Denis Simon, M.A.

1220

Analysis of Literary Texts

Fri (3)

SE 2 102

Ü

2 KP (requirements announced in class)

This course will introduce students to a variety of literary texts of the 18th, 19th and 20th centuries. Based on the currently existing models and approaches to analysing literary texts, e.g. *New Historicism*, 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. Apart from the “practical” work on the texts, a number of theoretical aspects will be discussed in the course of this seminar. Therefore, we will begin with a general overview of literary genres and their characteristic features and proceed to discuss the individual texts in connection with the theoretical approaches. In the first part of the seminar, we will focus on narratological texts and their distinct features. 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 of the seminar, we will concentrate on drama and work out differences between the individual types of theatre plays. Passages from William Shakespeare’s *Richard III*, Oscar Wilde’s *An Ideal Husband* and James Saunders’ *Over the Wall* will be studied and analysed. In the last part of the seminar, we will deal with poetry and discuss several poems both at an interpretative and a structural and analytical level. A selection of poetry from the 16th, 18th and 20th centuries will be discussed.

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.

Dr. Sigrun Meinig

2220 **Australian Migrant Literature** **Tue (5)** **HSZ 403**
2420

PS 6 KP (requirements to be announced in class)

SiG 3 KP (requirements to be announced in class)

1 KP (requirements to be announced in class)

The Australian critic Paul Carter writes: "Australia is constitutionally a migrant society. It is not a question of new migrants contributing to, or assimilating with, a core Australian society. Those who are already here live as migrants in this country and the social fabric they have woven is a characteristically migrant one." In this seminar we will explore the literature that is concerned with the migrant experience that is at the root of Australian culture as Carter describes it. To this end we will chart the history of Australian immigration and emigration from the British establishment of the colony to the present day federation by looking at a selection of key literary texts. Complemented by selected poetry and essays, we will engage with David Malouf's *Remembering Babylon* (1993) to explore the migration of Anglo-Celtic settlers in the nineteenth century, Arnold Zable's *Café Scheherazade* (2001) to examine European immigration in the twentieth century and Brian Castro's *Shanghai Dancing* (2003) to analyse Asian immigration. Janette Turner Hospital's *The Last Magician* (1992) finally allows us to also focus on Australian migration to other countries and the reasons for expatriation. In our approach to the migrant experience we will draw on theoretical concepts such as transculturation, dislocation and multiculturalism.

Readings:

Please read the novels before the beginning of the seminar. Selected poetry and essays will be available for copying in Frau Schmidt's office from the first week of the seminar.

- Malouf, David. *Remembering Babylon*. London: Vintage, 1993.
- Zable, Arnold. *Café Scheherazade*. Melbourne: Text, 2001.
- Castro, Brian. *Shanghai Dancing*. Artarmon, NSW: Giramondo, 2003.
- Turner Hospital, Janette. *The Last Magician*. St Lucia, Queensland: University of Queensland Press, 1992.

Australian books that are not available via amazon are best ordered with www.gleebooks.com.au (quick and affordable). One of Australia's best-known bookshops, Gleebooks also has used books, so see that section on the net for cheaper options, too.

Peter Stear, M.A.

2220 A Capital Myth: Representations of Wed (6) HSZ 103
2420 London in Fiction and Film

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

Though no longer the imperial city it once was, London continues to fascinate and flourish, especially with a view to its literary and filmic representations. In this seminar we will survey a range of London texts, poetic, fictional and otherwise, from the pre-Victorian era through to the present, tracing the development and representation of this singular metropolis from its Romantic transfiguration after 1800, through Victorian realism, via early 20 century modernist experimentation, to its postmodern/postcolonial reconfigurations in recent fiction and film. The central premise of the seminar will be to consider the historical and cultural context as well as the myths and realities embodied in this diverse but representative range of imaginary 'Londons'. Among the authors under consideration will be: Thomas de Quincey, Charles Dickens, T.S. Eliot, Hanif Kureishi and Iain Sinclair. A detailed list of authors and a reader of the relevant primary and secondary texts will be made available at the beginning of term. Course participants are however requested to purchase copies of Kureishi's *The Buddha of Suburbia* (London: Faber & Faber 2000) and Sinclair's *Downriver* (London: Granta 2002) in advance of the semester.

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

Please sign up in room 306!

Peter Stear, M.A.

2220 Representing Mammon: British Thu (3) GER 52
2420 Fiction in the 1980s and 1990s

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

It is generally acknowledged that the Thatcher governments in the 1980s represented in their rejection of the post-war social-democratic consensus a watershed for Britain. This shift away from collectivism towards individualism was not without its critics, including many novelists, who variously described the Thatcher ethos as socially divisive, anti-intellectual and authoritarian. The effects can still be felt today, where career success, wealth accumulation and avid consumerism have achieved the status of late-capitalist ideals. Against this background, we will examine in three representative novels divergent approaches to representing critically notions of success, career, status and the ethics of business.

While David Lodge's *Nice Work* (Harmondsworth: Penguin 1989) examines via the campus novel the clash of two cultures, 'town and gown', Martin Amis' *Money* (London: Vintage 2005) has been described as a 'comic version of urban excess' that explores the darker side of the 1980s. Toby Litt's *Adventures in Capitalism* (Harmondsworth: Penguin 2003) offers a perspective from the 1990s. A second main focus will be the differing narrative strategies employed in the novels. Please purchase the novels prior to the semester.

Please sign up in room 306!

Claudia Lainka, M.A.

2220 John Cowper Powys' *Wolf Solent* and Tue (6) HSZ 301
2420 *Weymouth Sands* (Kompaktseminar)

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

John Cowper Powys, born in 1872, lived in a time of enormous literary productivity and transformation. Reading Powys, it becomes clear that he differs markedly in his way of writing, his style and his manner of seeing the world from his contemporary novelists. Rarely read in English-speaking countries and known only to a handful of people in Germany, students in this seminar will become familiar with Powys' unique writing by analysing his novels *Wolf Solent* and *Weymouth Sands*. Both novels typify Powys' art in an exemplary fashion. By focussing on the protagonists, their way of coping with the world, their views on men and women and their perception of nature, this seminar will provide a comprehensive introduction to the fictional world of John Cowper Powys.

Mastercopies of selected texts will be available at the office of Mrs. Schmidt.

Students should buy the following novels:

John Cowper Powys. *Wolf Solent*. Vintage Books 2003

John Cowper Powys. *Weymouth Sands*, Overlook Press, U.S. 1999.

The books are available from Amazon. Please pay attention to the shipping time of 2 to 5 weeks.

NB: This seminar is designed as a compact seminar. This means that the first session of the seminar will take place in **week two**. The seminar itself will take place on a weekend (Saturday and Sunday) in June. Students who want to take part in this seminar should be prepared to give a short oral presentation (15 minutes).

Participants must sign up at Mrs. Schmidt's office. Places in this seminar are limited.

Kulturstudien Großbritannien

Prof. Dr. Thomas Kühn

1310 **Introduction to British Cultural Studies** **Thu (2)** **HSZ 304**

EK + T 4 KP (requirements see below)

This course aims at

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

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

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

Coursebook: J. O'Driscoll, *Britain*, Oxford: OUP; Hans Kastendiek, Roland Sturm (eds.), *Länderbericht Großbritannien*, Bundeszentrale für Politische Bildung, 2006.

Susanne Cuevas, M.A.

1320 **The Family Today** **Mon (2)** **HSZ 301**

Ü 2 KP (requirements to be announced)

Record divorce rates, second and third marriages, childless double-career couples, single motherhood, teenage pregnancies, gay and lesbian marriages - the normative ideal of the nuclear family is increasingly being challenged by alternative family forms. With the large-scale entry of women into the workforce gender roles have been re-negotiated. Yet child-care arrangements have remained deeply traditional

and insufficient. At the same time the changed nature of work today demands flexible and unattached individuals which are becoming harder to reconcile with the desire to form a family.

How do government policies react to those changed realities and what are their aims? How has our own understanding of love and marriage, of mother/fatherhood, childhood and gender roles changed?

In addition to discussing the historical and ideological foundations of present-day families, we will be looking at a variety of material from newspaper articles to film and popular sitcoms. A reader with relevant texts will be provided in the first meeting.

Please sign up for this class on a list provided outside Mrs. Triska's office before the beginning of term.

Laura Park, M.A.

1320 Multicultural Britain Wed (4) WIL A 221

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

We [...] take pride in our tradition of fairness and tolerance - the consolidation of our richly multicultural and multifaith society, a major development since 1952, is being achieved remarkably peacefully and with much goodwill." This was the view expressed by the Queen in her speech to mark the 50th year of her reign. However, her optimism is not shared by all of the British population, many of whom see a significant deterioration in race-relations as a result of European expansion, the Iraq war, the growing fear of terrorism and inter-racial tensions.

In this course we will look at the major developments that Britain has undergone since 1948 when the "Empire Windrush" docked at Tilbury in Essex, marking the beginning of Britain's development towards a multi-cultural society. We will examine the degree to which this transition has been successful, and also look at the problems facing an increasingly culturally and ethnically diverse society.

Material will be provided in class.

Sylvia Schulze, M.A.**2320
2420****Watching the English****Mon (5)****SE 1 215**

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

"When two Englishmen meet, their first talk is of the weather." (Dr. Johnson) In this class we will talk about the weather, too... in order to detect the rules behind English behaviour such as weather talk, queuing and saying goodbyes. Moreover, we will tackle the question what "being English" is all about.

Essays on the concepts of identity and nation will provide students with the background information on nationhood. In addition, different ways of researching the features of nations will be compared. We will focus on the features and representations of Englishness in English society and everyday life. Furthermore, we will investigate the problems of English national identity as opposed to regional identities and Britishness. This course aims at preparing students for the analysis of national characteristics and critical reflection on ethnographic writing.

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

Recommended Reading: Kate Fox: *Watching the English*. London: Hodder & Stoughton 2004.

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

Andreas Damm, M.A.

| | | | |
|-------------|---|----------------|------------------|
| 2320 | Filming Irish Independence in Past and Present | Mon (6) | ZS 1, 418 |
|-------------|---|----------------|------------------|

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

Ken Loach's most recent film *The Wind That Shakes the Barley* is but one production in which Irish Independence has found its place in film. This seminar sets out to explore how directors have approached the long and bloody way that led to the defeat of the British Empire and the subsequent civil war in Ireland in different periods of time.

To provide a greater understanding of the events following the 1916 Easter Rising, we will have a closer look at Ireland's history of fighting for freedom and its central motif - the Glorious Failure.

This seminar will introduce you to basic techniques of interpreting film and its place in cultural studies before going on to analyse *Irish Destiny*, the first film to deal with Irish Independence and also the last silent film made in Ireland, *Michael Collins*, the 1996 epic creating a cinematic monument to the famous Volunteer leader and best known signatory of the 1921 peace treaty and, finally, the most recent production on the topic, *The Wind That Shakes the Barley*.

We will first deal with each film individually and inquire into the background of the Ireland of the time of the production, motifs central to each of the productions and their directors. In a later step, motifs that may be shared by the films will become the object of our interest in a comparative approach.

Amerikanische Literaturwissenschaft

PD Dr. Angelika Köhler

2220 19th Century American Short Stories Wed (3) ZS 1, 418
2420
1220

| | |
|-----|--|
| PS | 6 KP (regular and active participation, essay) |
| SiG | 3 KP (regular and active participation, oral presentation) |
| Ü | 1 KP (regular and active participation, minutes of one session) |
| | 2 KP (regular and active participation, short oral presentation) |

The 19th-century American short story has most steadily caught the reading imagination. Until today short stories written by Washington Irving, Nathaniel Hawthorne, Edgar Allan Poe, Herman Melville, Mark Twain, Ambrose Bierce, or Henry James have lost nothing of their fascination. In this course we will approach a selection of texts which in spite of their highly diverse subjects and the multiplicity of their forms of narrative mediation have build up "a tradition if not uniquely, then most markedly American" (Lee 1995). Re-reading these stories we want to specify moments of essential Americanness of the nineteenth-century short story tradition by simultaneously identifying the highly individual voices of its representatives.

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

The number of participants is limited. Please register on the list next to Frau Schaal's office door!

Kerstin Mächler, M.A.

**2220
2420**

The Gender of Utopia

Tue (3)

SE 1 215

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

In this seminar we will have a look at the genre of utopia in U.S. literature throughout the past century. By reading texts from different time periods we will try to trace what writers have deemed to be a better or even perfect world and analyze the critique of the respective status quo implicit in their imaginary constructions especially as to aspects of gender.

Accompany writers such as Charlotte Perkins Gilman, Ursula K. LeGuin, Marge Piercy, John Varley, Sally M. Gearhart and Katherine V. Forrest on their journeys into unknown territory and/or an unexpected future!

Kulturstudien Nordamerikas

Jana Häntzschel, M.A.

1310 Introduction to North American Studies (EK) Mon (4) HSZ E 01

EK 4 KP (requirements to be announced in class)

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

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

Please note:

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

Jana Meißner, M.A.

1310 Introduction to North American Studies (EK) Tue (4) HSZ 405

EK 4 KP (requirements to be announced in class)

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

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

Please note:

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

N.N.

| | | | |
|-------------|--|----------------|---------------|
| 1320 | Basic Readings in North American Cultural Studies | Tue (3) | GER 52 |
|-------------|--|----------------|---------------|

| | |
|-----|--|
| PS | 6 KP (requirements to be announced in class) |
| SiG | 3 KP (requirements to be announced in class) |
| Ü | 1 KP (requirements to be announced in class) |
| Ü | 2 KP (requirements to be announced in class) |

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

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

Eric Erbacher, M.A.

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|----------------------------|---------------------------|----------------|----------------|
| 2320 2420 | American Culture 1 | Mon (3) | HSZ 405 |
|----------------------------|---------------------------|----------------|----------------|

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

This seminar aims to deepen students' knowledge and competence in North American Studies by focusing on basic themes and issues that have defined American history and culture, for example, the role of nature and technology, tourism, regional and urban culture, photography, food and consumption, etc.

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

Fachdidaktik

Prof. Dr. Andreas Marschollek

**An Introduction to Foreign
Language Teaching**

Wed (3+4)

WIL C 107

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

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. (2004). *Introduction to English Language Teaching*. Stuttgart: Klett.

Sabine Reiter, Wissenschaftliche Mitarbeiterin

**Einführungskurs Englisch in der
Grundschule**

Wed (3)

ZS 1, 312

EK 3 KP (requirements to be announced in class)

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

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

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

Students need to have completed *GLC 1* (Pronunciation and Intonation) and *Kinder- und Unterrichtssprache 1*.

Lehramt Grundschule: Grundschuldidaktik

Keith Hollingsworth, M.A., PGCE

Kinder- und Unterrichtssprache 1

Mon (2)

ZS 1, 418

SiG

3 KP (requirements to be announced in class)

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

Material will be announced in class.

13.1 Seminare und Übungen im Hauptstudium

Englische Sprachwissenschaft/Mediävistik

Prof. Dr. Ursula Schaefer

**Selected Problems of English
Historical Syntax**

Thu (2)

BEY 154

| | |
|-----|--|
| HS | 7 KP (oral presentation, research paper; ca. 20 pages, dead-line: Sept. 15, 2007). |
| SiH | 3 KP (take-home test after the end of classes; dead-line: Aug. 15, 2007). |

As introduction to the general topic we will discuss the basic descriptive and analytic tools with which we subsequently approach different problems of historical syntax. The main body of the seminar will be structured in three parts. In the first main section headed "Explaining Language Change in English" we will, among other things, discuss different 'hypotheses' of language contact. Next we will turn to "Clause-Level Syntax" with topics such as word order, negation and cleft constructions. In the final section devoted to "Phrase-Level Syntax" we will look into historical developments such as the loss of impersonal constructions, reflexivity and intensification and the development of the progressive.

By the end of the class the students will have gained an overview of the main issues of the general topic of the seminar and be able critically to assess the relevant literature. They will also have gained the competence further to pursue historical linguistic research at an advanced level and situate their knowledge into ongoing research in this field. The presentation serves to increase the competence to process given research results for an adequate presentation to and the discussion with their peers. The research paper serves to increase the competence of accessing the relevant literature and process it in such a way that it serves to discuss a given problem or a set of such problems in an adequate, principled way. The take-home test serves to increase the competence of handling a given question or a set of such questions with the help of the available literature and to present the solutions in an adequate, principled way.

A thematic roster and a bibliography will be provided by March 15 on the homepage of Anglistische Sprachwissenschaft.

A selection of sample Old English texts to discuss in class will be provided for sale before and after the first meeting.

This course prepares students for the "Schriftliches Staatsexamen Englische Sprachwissenschaft" in autumn 2007.

Prof. Dr. Ursula Schaefer

Pragmatics and Text Types

Tue (6)

HSZ E 03

| | |
|-----|--|
| HS | 7 KP (oral presentation, research paper/essay; ca. 20 pages, dead-line: Sept. 15, 2007). |
| SiH | 3 KP (take-home text after the end of classes; dead-line: Aug. 15, 2007). |

Coping with texts is the core – and hence: matter-of-course – competence any student in the 'philologies' acquires. It is, however, only a relative recent development that linguistics proper has turned to such questions as to what constitutes a text as a 'textured' whole, to the problems of informal vs. formal 'styles' etc. The latter distinction points to a 'user'-oriented – that is: pragmatic – view in which the speaker is seen as making deliberate choices from the diaphatic and diastratic layering of the language. Moreover the distinction has to do with the medium that we chose for linguistic communication.

The seminar will be structured in two main parts. While the first part will be devoted to the different linguistic approaches to the question of text constitution, the second part will focus on pragmatic questions such as stylistic choices and on the different scholarly approaches to style.

By the end of the class the students will have become familiar with selected yet representative research on the overall topic of the seminar and will have acquired the competence to extend their analytic knowledge to any text. The presentation serves to increase the competence to process given research results for an adequate presentation to and the discussion with their peers. Both the research paper and the research essay serve to increase the competence of accessing the relevant literature and process it in such a way that it serves to discuss a given problem or a set of such problems in an adequate, principled way. While the research paper focusses more on increasing the competence of presenting results that arise from academic research, the research essay consolidates the competence of discussing a given problem or a set of such problems from the individual stance of the student. The take-home test serves to increase the competence of handling a given question or a set of such questions with the help of the available literature and to present the solutions in an adequate, principled way.

A thematic roster and a bibliography will be provided by March 15 on the homepage of Anglistische Sprachwissenschaft.

A selection of sample texts to discuss in class will be provided for sale before and after the first meeting.

This course prepares students for the "Schriftliches Staatsexamen Englische Sprachwissenschaft" in autumn 2007.

Englische Literaturwissenschaft

Prof. Dr. Stefan Horlacher

Oberseminar

Tue (7)

ZS 1c, 307

requirements to be announced in class

The *Oberseminar* is open to doctoral candidates and those completing their MA or Staatsexamen-theses. It is intended to give them the opportunity to present their research projects for further discussion. The onus will be on theoretical approaches and their application, with the added intention of fostering an exchange of research interests and ideas among advanced students of English and American Literature in the department. A prerequisite for those attending is a thesis at an advanced stage of progress and the willingness to present the findings as well as lead the ensuing group discussions. The first session will take place in **week two**.

Prof. Dr. Stefan Horlacher

**HS Shakespeare's Tragedies
(Kompaktseminar)**

Tue (6)

HSZ 301

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

This seminar will be organised along a tripartite structure, namely (1) a comprehensive and introductory overview of Shakespeare's tragedies and their historical background; (2) an introduction to the theory of tragedy; (3) a close reading of his four major tragedies, *Macbeth*, *Hamlet*, *King Lear* and *Othello*. These plays will be analysed according to the specific motifs and themes relevant to each text: for example, the motif of 'reason and madness' in *King Lear*; the subversion of nature and binary oppositions – "fair is foul and foul is fair" – in *Macbeth*; the theme and literary tradition (cf. John Ford, Cyril Tourneur, John Webster) of revenge in *Hamlet*; and the notions of race, class and gender in *Othello*.

Please buy:

William Shakespeare. *King Lear, Othello, Hamlet, Macbeth*.

As far as *King Lear, Othello* and *Hamlet* are concerned, please purchase the 3rd Arden edition. Regarding *Macbeth*, please buy the Oxford World's Classics edition. In case the 3rd Arden edition of *Hamlet* is not yet available, purchase the Oxford World's Classics edition.

A comprehensive bibliography will be made available during the first session.

NB: This seminar is designed as a compact seminar. This means that the first sessions of the seminar will take place in week one and two. The seminar itself will take place on a weekend (Saturday and Sunday) in June. Students who want to take part in this seminar should be prepared to give a short oral presentation (15 minutes). Participants must sign up at Mrs. Schmidt's office. The list will be open from February 15th to March 15th; places in this seminar are limited.

Prof. Dr. Stefan Horlacher

**The (Post-)Modern British Novel and Wed (3)
the Question of Identity**

GER 07

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

This seminar will concentrate on the question of how identity – and in particular sexual identity – is conceived and represented in selected contemporary British novels, novellas and short stories. The seminar introduces concepts taken from gender studies, deconstructive feminism, psychoanalysis and men's studies and applies them to texts such as John Fowles' novella *The Ebony Tower*, David Lodge's novel *Nice Work* and Jeffrey Eugenides' *Middlesex*. In addition to this, each text discussed will be comprehensively presented and contextualised so that the seminar will not only offer in-depth discussions of different theoretical stances on the topic of sexuality and identity but also a thorough introduction to the works of the authors mentioned.

Please buy:

John Fowles. *The Ebony Tower*. London 1974 (or any other edition)

David Lodge. *Nice Work*. London 1989 (or any other edition)

Jeffrey Eugenides. *Middlesex*. London: Picador 2003

A comprehensive bibliography will be handed out during the first session in April. Students who want to take part in this seminar should be prepared to give a short oral presentation (15 minutes). Participants must sign up at Mrs Schmidt's office. The list will be open from February 15th to March 15th; places in this seminar are limited.

This course prepares candidates for the "Schriftliches Staatsexamen: Klausur Englische Literaturwissenschaft" in autumn 2007.

Dr. Sigrun Meinig

Shakespearean Comedies

Mon (5)

WIL A 317

| | |
|-----|---------------------|
| HS | 7 KP (requirements) |
| SiH | 3 KP (requirements) |
| | 1 KP (requirements) |

In this seminar we will situate the comedies in the context of Shakespeare's work, in particular by exploring the generic contrast between *Much Ado About Nothing*, *The Merchant of Venice*, and *Twelfth Night* and the final play we will read, *The Tempest*, which is often classified as a romance. We will also explore the role of Shakespeare's comedies for the development of the genre in British drama. In our analysis of genre conventions and strategies, their sources and their effects on the representation of the subject matter, we will concentrate on the negotiations of social roles and personas in four selected plays with different emphases for each play. In *Much Ado About Nothing* and *Twelfth Night* we will examine the function, as well as the transgression, of power and gender roles; in *The Merchant of Venice* and *The Tempest* we will focus on the interaction of racial and ethnic preconceptions and images. In our analysis of the comedies we will also consider the functioning of linguistic and plot-oriented levity with the help of Judith Butler's notion of performativity. We will furthermore expand our understanding of this concept and of the reception history of the plays by analysing selected filmic adaptations.

Readings:

Selected material on performativity will be available for copying in Frau Schmidt's office from the first week of the seminar.

William Shakespeare. *Much Ado About Nothing*, ed. Claire McEachern. London: Thomson, 2005.

William Shakespeare. *The Merchant of Venice*, ed. John Russell Brown. London: Thomson, 2000.

William Shakespeare. *Twelfth Night*, ed. J. M. Lothian and T. W. Craik. London: Thomson, 2002.

William Shakespeare. *The Tempest*, ed. Virginia Vaughan and Alden Vaughan. London: Thomson, 2000.

Prerequisites:

Please read the plays before the seminar and please note that we will use exclusively the Arden edition of the texts in this seminar.

Kulturstudien Großbritannien

Prof. Dr. Thomas Kühn

Shakespeare and Cultural Identities

Wed(3)

HSZ 405

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

William Shakespeare's popularity does not only continue unabated, but he still serves as a focus of contemporary cultural identity-building on a number of – sometimes contradictory – levels. The inquiry into what this icon Shakespeare signifies for the cultural sphere will constitute the thematic centre of this seminar. Aspects of "Shakespeare" are

- the person,
- the classical and thus decontextualized status of his plays,
- his instrumentalization by a great number of cultural institutions and varying interest-groups that use "Shakespeare" as a site for cultural identity construction precisely because it / he is so unspecific?

Candidates for Shakespeare's role in the construction of cultural identities are:

- educational institutions, e.g. schools, curricula etc.,
- high cultures, e.g. theatres, festivals,
- popular cultures, e.g. film and tourist attractions
- national cultures, e.g. "Shakespeare als deutscher Klassiker", postcolonial Shakespeare,
- gender roles, e.g. queer theory, gender crossing etc.

The exemplary play that will serve as the textual basis is *Richard II*. Participants are expected to have read the play by the beginning of the course.

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

This course prepares students for the "Schriftliches Staatsexamen: Klausur Kulturstudien Großbritannien" in autumn 2007.

Prof. Dr. Thomas Kühn

**Lady Diana and Tony Blair:
Ten Years Later**

Thu (5)

ASB 120

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

In the first weeks of September 1997 Britain seemed to come to a halt due to the death of Lady Diana. The monarchy was in a deep crisis that was overcome with the help of the then still young Prime Minister Tony Blair, who had moved into 10, Downing Street only a few months before. After a sobering and disillusioning decade the Monarchy has found an unstable new position, Prince Charles has remarried, the inquest into Diana's fatal accident still has not been closed, Tony Blair has become Bush's poodle and is on his way out of office.

In the first phase of this course we will take a simultaneous look at the rise of Tony Blair to power and the time around the death of Lady Di. In the second phase we will investigate Tony Blair's first years and Diana's death from a ten-year distance.

The course will place special emphasis on representations as signifying practices of both and by both protagonists. The material will be taken from a wide range of sources, among them video recordings, documentaries, interviews, scholarly and newspaper articles both from the serious and the tabloid press.

The material will be provided at the beginning of class. As preparation, have a close look at the media coverage of the topic.

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

Amerikanische Literaturwissenschaft

PD Dr. Angelika Köhler

Toni Morrison: Texts and Contexts

Mon (5)

ZS 1, 418

| | |
|-----|--|
| HS | 7 KP (regular and active participation, essay) |
| SiH | 3 KP (regular and active participation, oral presentation) |
| | 1 KP (regular and active participation, minutes of one session or short oral presentation) |

"The ability of writers to imagine what is not the self, to familiarize the strange and mystify the familiar, is the test of their power." (Toni Morrison, *Playing in the Dark* 15)
In this course we want to read and discuss a variety of Toni Morrison's fictional and non-fictional texts that prove herself as a master of the power she refers to in the essay quoted from above. We will gain a deeper and more complex understanding of her work as an integral part of African American literary traditions and as the distinctive voice of a black woman to articulate her quest to reposition herself in contemporary US-American cultural contexts.

The number of participants is limited. Please register on the list next to Frau Schaal's office door!

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

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

This course prepares students for the "Schriftliches Staatsexamen: Klausur Amerikanische Literaturwissenschaft" in the fall of 2007.

PD Dr. Angelika Köhler

The 1950s and 1960s in American Literature

Wed (2)

ZS 1, 304 b

| | |
|-----|--|
| HS | 7 KP (regular and active participation, essay) |
| SiH | 3 KP (regular and active participation, oral presentation) |
| | 1 KP (regular and active participation, minutes of one session or short oral presentation) |

During the 1950s and 1960s, American literature witnessed the growth of a new generation of writers whose works articulated the inevitability to reconsider traditional identity concepts against the background of increasing tensions between individual quests and the demands of social conformity. In this course we want to

read and discuss a variety of texts from these two decades of American literary history that give evidence of the diversity of artistic expression and the eclecticism of forms of public awareness, ranging from Allen Ginsberg's *beat* poetry to William S. Burroughs's *Naked Lunch*, from the innovative poetry of the New York School to Robert Lowell's lyrical confessions, from Tennessee Williams's experiments with language and dramatic forms to Edward Albee's plays of psycho-social conflict, and from Bernard Malamud's metaphysically enriched worlds to Thomas Pynchon's rather unstructured realities in *Crying of Lot 49*.

The number of participants is limited. Please register on the list next to Frau Schaal's office door!

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

PD Dr. Angelika Köhler

**Rewriting Stereotypes:
Asian American Literature**

Thu (4)

ZS 1, 418

| | |
|-----|--|
| HS | 7 KP (regular and active participation, essay) |
| SiH | 3 KP (regular and active participation, oral presentation) |
| | 1 KP (regular and active participation, minutes of one session or short oral presentation) |

Since the beginning of the 1980s, the US-American cultural scene has been increasingly enriched by a body of highly experimental Asian American fiction and critical studies that reflect the heterogeneity of contemporary Asian American communities. In this course we will read a variety of poems, plays, short stories and novels written by Asian American writers who define literary creativity in terms of establishing a balanced interaction between the multiplicity of their individual cultural roots and the need to position themselves within the national contexts of US-American pluralistic society. Traversing the boundaries of unity and diversity these historically significant texts suggest redefinitions of rootedness by claiming an infinity of layers of self and community.

The number of participants is limited. Please register on the list next to Frau Schaal's office door!

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

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

Kulturstudien Nordamerikas

Prof. Dr. Brigitte Georgi-Findlay

European-American Relations

Thu (3)

WIL B 321

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

This course will focus on transatlantic relations from, roughly, the mid-19th century up to today. Issues to be discussed include: economic and cultural relations before 1945, "Americanization" of Germany/Europe (before and after World War II), reception of American mass and popular culture in Europe, Europe and the U.S. during and after the Cold War (political relations, crisis), debates over "the West" (and its presumed end).

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

This course prepares students for the "Schriftliches Staatsexamen: Klausur Kulturstudien Nordamerikas" in the fall of 2007.

Prof. Dr. Brigitte Georgi-Findlay

North American Studies Colloquium

Mon (6)

ZS1, 304b

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

Note:

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

Fachdidaktik

Prof. Dr. Andreas Marschollek

**Teaching Foreign Languages to
Young Learners**

Mon (3)

HSZ E 05

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

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

Prof. Dr. Andreas Marschollek

**Designing Curricula and Selecting
Methods for Foreign Language
Classes**

Mon (5)

HSZ 201

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

This seminar aims at increasing the competence to plan foreign language courses that provide optimal conditions for the learners. Participants are expected to develop a critical understanding of various types of curricula and of different methods used in foreign language teaching in the context of institutional guidelines. On this basis, they will analyse current teaching materials and apply their knowledge to the planning of exemplary teaching units.

Sabine Reiter, wissenschaftliche Mitarbeiterin

**Schulpraktische Studien (SPS)
LA Gymnasium und LA Mittelschule**

**Tue (4)
+ school
days**

GER 007

SiH + P

4 KP (requirements to be announced in class)

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

School days will be announced in March.

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

This course requires registration via jexam.

Candidates need to have passed the Intermediate Exam.

Sabine Reiter, wissenschaftliche Mitarbeiterin

**Schulpraktische Studien (SPS)
LA Grundschule**

**Wed (2)
+ school
days**

ZS 1, 433

SiH + P

4 KP (requirements to be announced in class)

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

School days will be announced in March.

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

This course requires registration via e-mail.

Dr. Carmen Weiss**Content and Language Integrated Learning (CLIL) Tue (3)****GER 54**

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 into Content and Language Integrated Learning and its perspective for German schools. It provides an understanding of bilingual teaching 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 (SPS)
LA Gym/LA BBS****Mon (3)
+ school
days****ZS 1, 304b**

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

In a weekly teaching practice at school students will observe, prepare, teach, and analyse their own classes. Within small groups the results are discussed and reflected upon under methodological aspects thus developing proficiency in teaching.

In the accompanying seminar students are introduced to different concepts of teaching. They learn to organise and manage learning and teaching. The seminar includes lesson planning, how to teach individual skills, such as speaking, reading, listening and writing. It provides a platform of presenting and discussing ideas and results gained in the teaching practice. The seminar will give support in very practical issues coming up in daily classroom situations.

School days will be announced in March.

The course requires registration via jexam.

14.2 Practical Language Courses

Basic Level

Alison Schmitz, B.A.

| | | | |
|-------------|---|----------------------------|----------------------------|
| 1410 | Pronunciation and Intonation (British English) | Wed (3) Wed (4) | HSZ 203 HSZ 203 |
|-------------|---|----------------------------|----------------------------|

Sprachlernseminar 3 KP

Requirements:

(1) Written Exam - 50%

(2) Speaking - 50%

First semester students concentrating on British English should take this course in their first semester. Students who wish to concentrate on American English will be offered a parallel course in WS 2007/08.

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

The course will have spoken and written assignments, and will involve 2 main tests: (1) 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.

Prerequisites:

The Entry Test must have been passed.

Eva Stahlheber, M.A.

1420

Grammar

Mon (3)

Wed (3)

SE 2 22

HSZ 204

Sprachlernseminar 3 KP

Requirements: Final Exam

Students would be well-advised to take this course in their first semester. Using a contrastive approach to grammar, this course deals with basic and advanced grammar concepts and targets the particular problems Germans commonly have with English grammar. This course builds on the knowledge of grammar gained at school, but whereas "Abitur" classes often concentrate on communicative skills, this university course will focus on accuracy. Although students have encountered and practised most aspects of English grammar in school, many do not control them well. The course will involve close working with a good grammar reference book, analysing texts and grammatical structures, frequent quizzes to establish strengths and weaknesses, sentence translation from German into English and some text production. The participants of all the groups will take a formal exam at the end of the semester. Course materials will be sold in the first class and students should buy the following book and bring this to the first class: *Longman English Grammar*. Alexander. Langenscheidt Longman Verlag. ISBN: 0-582-55892-2P (TU Buchhandlung)

Prerequisites:

The Entry Test must have been passed.

David Hintz, M.A.

Keith Hollingsworth, M.A., PGCE

Elisabeth Orrison, B.A.

Eva Stahlheber, M.A.

1430

Vocabulary

Mon (4)

Mon (5)

Mon (5)

Tue (4)

Tue (5)

Wed (4)

Thu (3)

Fr (2)

SE2 103 (EO)

SE2 103 (EO)

SE2 123 (ES)

ZS1, 418 (EO)

ZS1, 418 (EO)

ZS1, 501 (KH)

ZS1, 312 (DH)

ZS1, 418 (DH)

Sprachlernseminar 2 KP

Requirements: Final Exam

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

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

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

Prerequisites:

The Entry Test must have been passed.

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

Laura Park, M.A.

| | | | |
|-------------|-------------------------------|----------------|-----------------------|
| 2510 | Listening and Speaking | Mon (4) | ZS1, 304b (KK) |
| | | Tue (5) | ZS1, 312 (LP) |
| | | Wed (3) | ZS1, 304b (KK) |
| | | Wed (4) | ZS1, 304b (KK) |

Sprachlernseminar 3 KP

Requirements:

(1) Written Exam - 50%

(2) Speaking Exam - 50%

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

Spoken language will be analysed in detail, especially those aspects which hinder comprehension e.g. contractions, linking, etc. The skills and knowledge practised and gained in SLS 1.1 Pronunciation and Intonation will be further developed and refined. Students will also practise the rhetorical skills necessary in giving presentations and short talks. This part of the course should help students give better papers in other seminars. We shall also deal with grammatical problems as they occur and translation will be practised.

There will be two main tests: (1) a test in listening skills (2) a speaking test at the end of the semester. A course pack will be sold in the first class (ca € 3).

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

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

Eva Stahlheber, M.A.

| | | | |
|-------------|----------------|----------------|-----------------------|
| 2530 | Writing | Tue (3) | WIL A 120 (ES) |
| | | Thu (2) | SE2 123 (KK) |
| | | Thu (4) | SE2 123 (KK) |

Sprachlernseminar 3 KP

Requirements: Final Exam

This course is offered to students in their third or fourth semester, as well as MA Majors and *Lehramt Gymnasium/Berufsschule* students who matriculated before October 2005, for whom this course counts as GLC 3 Basic Writing. Please note that students in higher semesters will have priority should there be more students than places.

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.

Prerequisites: 2.2 Reading course must have been taken.

Advanced Level

David Hintz, M.A.

GLC 4 Business English

Tue (2)

ZS 1, 418

Sprachlernseminar 3 KP

Requirements: Classwork, homework and tests

This course is aimed at MA students and students of Economics/English who intend to make a career in the business world or teach Economics and therefore need to have a wider grasp of business vocabulary than other specialists. We will use a range of techniques, including simulations, to recreate as far as possible real life business situations. The course will include business writing assignments and translation as preparation for the MA and state exams. Materials will be sold in class.

Prerequisites:

The Basic Level Preliminary Exam and the *Mündliche Prüfung* must have been passed.

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

GLC 4 Computer-Assisted Language Teaching Tue (3)

WIL A 119

Sprachlernseminar 3 KP

Requirements: Classwork, homework and tests

This course is aimed at LA students and those MA/BA 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.

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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.

Prerequisite: A strong interest in language teaching methodology.

As we have only limited seating available and want to provide as many students as possible with the opportunity of taking a computer-based language class, please do not register for this class if you have registered for the Elective CALL or if you took CALL in the previous semester.

Please bring your URZ login information (username and password) with you! You will find these data on your first *Studienbuchblatt*.

Prerequisites:

The Basic Level Preliminary Exam and the *Mündliche Prüfung* must have been passed.

Eva Stahlheber, M.A.

**GLC 4 Language for
Discussing Psychology**

Tue (5)

HSZ 204

Sprachlernseminar 3 KP

Requirements: Classwork, homework and tests

This course is designed for students interested in psychology or those studying psychology as their second major or one of their minors, who would also like to achieve the same ease and accuracy of communicating and writing in English on their second subject as in German. Thus, the class will familiarize students both with the English terminology of their subject and with its idioms, syntax, and typical ways of communicating. (This is of particular interest as the American spin-off from Judaeo-Austrian roots, i.e. Freud etc, has taken on a new quality).

Students will present a so-called "thought-of-the-day," i.e. an account of a scene, event or a contemplation to do with behavior, emotion, or thinking, and a focus talk, done in pair work. In addition, there will be a short mid-term and final exam.

The following can only be an extremely brief extract from the list of topics possible in this course: the benefit for humankind of introducing psychology/psychiatry as another medical science and thus of having hospitals targeted to the special needs of psychiatric patients; the roots (Adler, Jung, Freud); neuropsychology; paradox psychology (Paul Watzlawick and his school); the connection between Judaism and psychoanalysis; contemporary schools of psychology: behavioral therapy, family therapy, psychoanalysis; flooding & desensitization as treatments of phobias; illnesses/conditions encountered, such as schizophrenia, depression; student counselling; abuse; the 3 tiers: clients, their relatives, and their doctors; salutogenic rather than pathogenic (wellness-oriented) approaches to treatment.

Prerequisites:

The Basic Level Preliminary Exam and the *Mündliche Prüfung* must have been passed.

Laura Park, M.A.

GLC 4 Language and the Media

Tue(6)

ZS 1, 418

Sprachlernseminar 3 KP

Requirements: Classwork, homework and tests

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.

Prerequisites:

The Basic Level Preliminary Exam and the *Mündliche Prüfung* must have been passed.

Laura Park, M.A.

**GLC 4 Language for discussing
Current Affairs in GB**

Thu (1)

ZS 1, 418

Sprachlernseminar 3 KP

Requirements: Classwork, homework and tests

This course will provide reading, writing, speaking, listening and translating practice based on materials drawn up from current events in Great Britain. News reports and other media sources will provide a stock of topics for language practice eg politics, the arts, popular culture, sports and changing lifestyles. Students will be expected to lead a discussion on a topic of current interest in GB. Some translation, vocabulary building and essay assignments will also help prepare students for the final exams. Materials will be distributed in class.

Prerequisites:

The Basic Level Preliminary Exam and the *Mündliche Prüfung* must have been passed.

Eva Stahlheber, M.A.

**GLC 4 Language for discussing
Science and Ecology**

Thu (3)

HSZ 204

Sprachlernseminar 3 KP

Requirements: Classwork, homework and tests

This class will analyse and practice the language used in science and ecology by having a closer look at video features, typical spoken texts and characteristic written text types in the field. The goal of the class is to enable students to describe the phenomena involved in deforestation, the use of alternative energies, homeopathic medicine, physics, biology, and chemistry, etc. by helping them acquire pertinent text competence, vocabulary, and high-frequency syntactic structures. Student tasks include (a) a short report, (b) a longer pairwork-based talk, (c) leading discussions, and (d) 250-word abstracts of the presentations given.

Prerequisites:

The Basic Level Preliminary Exam and the *Mündliche Prüfung* must have been passed

Keith Hollingsworth, M.A., PGCE**GLC 4 Classroom English****Thu (2)****ZS 1, 418****Thu (3)****ZS 1, 418**

Sprachlernseminar 3 KP

Requirements: Classwork, homework and tests

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.

Prerequisites:

The Basic Level Preliminary Exam and the *Mündliche Prüfung* must have been passed.

Eva Stahlheber, M.A.**GLC 4 Language for discussing
Women's Studies****Thu (5)****ZS 1, 418**

Sprachlernseminar 3 KP

Requirements: Classwork, homework and tests

Students taking this class should be interested in women's issues. Topics to be studied will include:

- English terms for female/male physiology
- women's suffrage
- women authors
- gender-based socialisation
- female protagonists in literature
- feminist linguistics
- feminist education
- abortion
- comparable wages
- "The old boys' network"/job politics
- neuro-psychological differences between the sexes

- sports
 - feminist theology (discrimination of women in religions and cultures)
- Student tasks comprise (1) the introduction of some poem or song lyrics composed and/or sung by a woman or a short report on a current event or a "thought of the day" (e.g. a new play by a female author, or a case of lesbian comothers, gender based hiring policy), (2) a pairwork-based sophisticated talk and the running of the subsequent discussion, and (3) a short midterm and final exam testing record-keeping of fellow-students' talks.

Prerequisites:

The Basic Level Preliminary Exam and the *Mündliche Prüfung* must have been passed.

David Hintz, M.A.

GLC 5 Advanced Translation

Wed (2)

ZS 1, 418

Wed (4)

ZS 1, 418

Thu (2)

ZS 1, 312

Sprachlernseminar 3 KP

Requirements: Classwork, homework and tests

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

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

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

**GLC 5 Advanced Essay
 Writing**

**Mon (3)
 Wed (2)
 Wed (6)**

**ZS1, 418 (KH)
 GER 50 (KH)
 WIL A 221 (LP)**

Sprachlernseminar 3 KP

Requirements: Classwork, homework and tests

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

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

Electives

Laura Park, M.A.

Elective: Theatre Workshop

Mon (6-7)

WIL A 221

Wed (7)

Sprachlernseminar 3 KP

Requirements: Classwork, homework and tests

During the summer semester we will be rehearsing a full-length play for a performance towards the end of the semester. We will be meeting Monday 6th and 7th double lessons and Wednesday 7th double lesson as well as having additional meetings at weekends or evenings as necessary. Anyone wishing to act should make sure they have a lot of time to invest in the project! Most of the roles will have already been allocated at the end of January 2007, but we are still looking for people to co-direct, stage manage and do publicity and innumerable other backstage tasks. Students who prefer to be involved in backstage work need only come once a week to the session on Monday 6th double.

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

**Elective: Computer-Assisted
Language Learning**

Tue (2)

WIL 220

Sprachlernseminar 3 KP

Requirements: Classwork, homework and tests

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.

As we have only limited seating available and want to provide as many students as possible with the opportunity of taking a computer-based language class, please do not register for this class if you have registered for GLC 4 CALT or if you took the Elective CALT in the previous semester.

Please bring your URZ login information (username and password) with you! You will find these data on your first *Studienbuchblatt*.

Prerequisites: You have not taken/are not taking GLC 4 CALT.

Eva Stahlheber, M.A.

Elective: Creative Writing

Wed (6)

ZS 1, 418

Sprachlernseminar 3 KP

Requirements: Classwork, homework and tests

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

Keith Hollingsworth, M.A., PGCE**Elective: JABS Magazine****Wed (6)****ZS 1, 228**

Sprachlernseminar 3 KP

Requirements: Classwork, homework and tests

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

David Hintz, M.A.**Elective: Preparation for Exams****Tue (3)****ZS 1, 418****Fr (3)****ZS 1, 418**

Sprachlernseminar 3 KP

Requirements: Classwork, homework and tests

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 May 2007, but it is mostly intended for student teachers taking the first state exam in September 2007, and M.A. students planning to take the M.A. Preliminary Exam in November 2007.

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

Prerequisites:

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

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

Academic Writing

Mon (5)

ZS 1, 304b

B.A.: Content-based course (3.1)

Non-B.A.: Elective

Sprachlernseminar 3 KP

Requirements: Presentation – 50%, Exam – 50%

The aim of this course is to support the writing process of academic papers for Dr. Claudia Lange's proseminars "Meaning in English" and "Reading Linguistic Classics" as well as Göran Wolf's proseminar "Varieties of English".

Emphasis will be put on writing as a process of production, editing, revision and rewriting until the quality of language is at least satisfactory at the university level.

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

Students should be prepared to compose several writing assignments throughout the semester.