

## Liebe Studentinnen und Studenten,

herzlich willkommen im neuen Semester! Wir hoffen, dass wir für Sie wieder ein gutes und interessantes Lehrprogramm zusammengestellt haben. Leider standen bei Drucklegung des KoVo die Räume noch nicht fest. Bitte berücksichtigen Sie daher die entsprechenden Aushänge im Flur Anglistik/Amerikanistik (Reichenhainer Str. 39, 2. Stock). Bitte beachten Sie auch, dass der Unterricht für *Erstsemester* erst am Dienstag, 04. April, beginnt, während die übrigen Veranstaltungen schon am Montag, 03. April, anfangen. Informieren Sie sich daher über die Anfangstermine Ihrer Veranstaltungen. Über kurzfristige Änderungen gibt auch die Homepage der Fachgruppe Auskunft ([www.tu-chemnitz.de/phil/english](http://www.tu-chemnitz.de/phil/english)).

Wichtige Termine im Sommersemester 2006:

Montag bis Mittwoch	20 März 29. März	ganztägig	Einschreibung Sprachpraxis
Freitag	31. März	9.00 Uhr	Placement Test in C 104
Montag	03. April	7.30 Uhr	Kursbeginn mit Ausnahme der Erstsemester
Dienstag	04. April	7.30 Uhr	Kursbeginn für Erstsemester
Dienstag	04. April	18.30 Uhr	Erstsemester-Begrüßung (Club der Kulturen, Thüringer Weg 3)
Dienstag	04. April	20.00 Uhr	1. Treffen des English Club (Club der Kulturen, Thüringer Weg 3)
Montag	10. April	7.30 Uhr	Kursbeginn Sprachpraxis
Freitag	14. Juli		Ende der Vorlesungen
Montag bis Freitag	17. Juli 04. August		Prüfungsperiode

Wir möchten Sie insbesondere auf das Angebot des **English Club** hinweisen. Beschreibungen finden Sie auf Seite 4 bzw. auf der letzten Seite des KoVo. Beachten Sie bitte auch die Angebote des **Fachschaftsrates der Philosophischen Fakultät**, den Sie in Raum 026, Reichenhainer Str. 39, ansprechen können.

### Inhalt:

Lehrveranstaltungen der Anglistik/Amerikanistik.....	5
Lehrveranstaltungen des Sprachpraxisprogramms Anglistik/Amerikanistik.....	29
Informationen zum European Credit Transfer System (ECTS).....	43
Wichtige Hinweise.....	44
Verzeichnis der Lehrenden.....	46

### Please note:

Several courses may also be taken by students not enrolled in *Anglistik/Amerikanistik* or *Fremdsprachen in der Erwachsenenbildung*. These are marked separately. The numbers show the appropriate *Semesterzahl*.

<b>BMEKO</b>	=	<b>BA Medienkommunikation</b>
<b>BEUGE</b>	=	<b>BA Europäische Geschichte</b>
<b>BEUST</b>	=	<b>BA Europastudien</b>
<b>MEUST</b>	=	<b>MA Europastudien</b>
<b>MASW</b>	=	<b>Magister Angewandte Sprachwissenschaft</b>
<b>MIKK</b>	=	<b>Magister Interkulturelle Kommunikation</b>
<b>MKTK</b>	=	<b>Magister Kombiprofil Technikkommunikation</b>
<b>MMEKO</b>	=	<b>Magister Medienkommunikation</b>

### The English Club

Join us every Tuesday evening from 8.00 p.m. There is always some event (Halloween / Christmas / Scottish folk dancing or whatever party, readings, etc.), followed by the opportunity to have a conversation in English – a good chance to practice your English in an informal atmosphere with native speakers or just with other people who want to practice their English. Remember: **Practice makes perfect!**

For further details, see the notice on the door of the Club room, Club der Kulturen, Thüringer Weg 3, or contact us on the English Department corridor. Look for us on the Internet [www.tu-chemnitz.de/stud/club/english/](http://www.tu-chemnitz.de/stud/club/english/) - or better yet, sign up on the English Club List by sending an email to: [majordomo@tu-chemnitz.de](mailto:majordomo@tu-chemnitz.de) containing simply the message: subscribe Englishclub. You will then automatically be kept up to date by mail with the programme being offered. For personal contact you can send an e-mail to [andrea.hermann@s2004.tu-chemnitz.de](mailto:andrea.hermann@s2004.tu-chemnitz.de)

## Englische Sprachwissenschaft

Prof. Dr. Josef Schmied

**Vorlesung: Introduction to English Language & Linguistics (1<sup>st</sup>)**  
**MMEKO, BEUST** (7400101)  
**Mittwoch, 7.30-9.00 Uhr** Beginn: 05.04.

This lecture course offers an overview of the basic concepts and methods in English linguistics. You will be shown the essential means necessary for analysing and describing real, as well as literary, language in a scholarly, yet practical way. A companion website will provide you with relevant linguistic information about the major and minor fields of study, such as phonetics/phonology, syntax, semantics, pragmatics, socio-linguistics, dialectology, computational linguistics, etc. Additionally, this site will contain links to exercises, tools and resources for further study.

The lecture will also be accompanied by a tutorial, in which you will have the chance to do more practical exercises, and consolidate your knowledge further.

Reading:

Korte, Barbara / Klaus P. Müller / Josef J. Schmied (2. Auflage 2004). *Einführung in die Anglistik*. Stuttgart und Weimar: Metzler.

Katrin Uhlig

**Übung: English for Academic Purposes (EAP)** MIKK, MMEKO (7400109)  
**Montag, 11.30-13.00 Uhr** Beginn: 03.04.

Objectivity, clarity, precision – these are THE key terms in English for Academic Purposes (EAP). Considering the great significance of English in today's research world, the ability to use language as a tool for effective scientific communication in a variety of conventional forms and contexts is one of the crucial prerequisites for academic success. In this course we will take a detailed look at English as a means to express and clarify ideas within different forms of academic discourse. Students will learn how to use the language effectively to present arguments and thoughts in term papers and oral presentations. After a brief overview of basic theoretical concepts in EAP we will concentrate on practical aspects, such as planning your paper or talk, information structuring techniques, the writing process, and referencing. We will also look at a selection of stylistic and grammatical problems in EAP, as well as discourse features that may help you structure your paragraphs. For a Schein, students are required to actively participate on a regular basis, to give a short oral presentation, and to hand in several small written assignments which will be used as a basis for discussions of the individual problems that may occur throughout the writing process.

Registration: The number of participants for this class is restricted to 20. Students enrol via email by April 1<sup>st</sup> (first come – first served): [katrin\\_uhlig@web.de](mailto:katrin_uhlig@web.de)

**The first part of the class will take place weekly, the second will be a two-day seminar.**

Birgit Ahlemeyer

**Proseminar: Softwareentwicklung für den Fremdsprachenbereich**  
**Blockseminar, Fr./Sa., 21./22.04, Fr./Sa., 30.06./01.07. (RH 39/538) Beginn: 22.04.**

Lehrbücher sind nach wie vor der Klassiker wenn jemand eine Fremdsprache lernt oder unterrichtet. Was aber bieten uns die Neuen Medien in diesem Bereich?

Der erste Teil des Seminars soll aufzeigen, wie Neue Medien im Unterricht eingesetzt werden und diesen ergänzen können. Wir werden uns verschiedene Softwareentwicklungen großer Schulbuchverlage anschauen und Vor- und Nachteile vor dem Hintergrund einerseits der Ansprüche des Lernenden/Lehrenden und andererseits der Realisierbarkeit durch die Verlage analysieren.

Im zweiten Teil wollen wir dann auf dieser Basis die ideale Lehrersoftware für einen Englischlehrer konzipieren. Die Aspekte Inhalt, Programmierung, Handhabung und Machbarkeit werden dabei besonders detailliert ausgearbeitet werden.

Die Unterrichtssprache ist Deutsch.

Voraussetzung: Grundlagenwissen zu Neuen Medien

Voraussetzung für einen Schein: aktive, regelmäßige Teilnahme und Kurzreferat mit schriftlicher Ausarbeitung oder Seminararbeit, Themen dafür werden vor Beginn des Seminars bekanntgegeben und mit den Teilnehmern abgesprochen, benötigte Software wird zur Vorbereitung zur Verfügung gestellt.

Blockseminar: an 2 Terminen jeweils Fr/Sa voraussichtlich 22./23.4. und 30.6./1.7.06 in RH 39/538

Teilnehmerzahl: max. 20, Registrierung per E-mail möglichst bis zum 15.3.!!! an [b.ahlemeyer@klett.de](mailto:b.ahlemeyer@klett.de)

Dr. Martin Weißer

**Proseminar: Data Analysis & Presentation for Linguistics** (7400111)  
**MMEKO, BMEKO, MASW** Beginn: 03.04.  
**Montag, 13.45-15.15 Uhr**

This course will introduce you to some essential methods in handling linguistic data. We will begin by looking at ways in which we can analyse various types of language data, e.g., from more literary sources like text archives, various computer corpora of the English language, and phonetic materials from sound archives. In order to achieve this, we will learn about the use of research tools, such as concordance programs, that help us to investigate particular features of texts, as well as producing some basic statistics on them. At the same time, we want to explore the different formats our data can come in, be this data off the world wide web, from ordinary text files or in more complex forms of annotated or audio data.

Last, but certainly not least, we also want to explore ways of presenting our information taking recourse to, for example, charts produced in spreadsheet applications, using visualisation techniques such as colour coding, etc., as well as creating further presentation materials in PowerPoint or HTML, and finally discussing techniques for successfully incorporating our findings into an assignment.

Due to sessions taking place in a computer lab, the course is restricted to 15 participants. Please register as early as possible with me via email or in person.

**Dr. Martin Weißer**

**Proseminar/Hauptseminar: Practical Phonetics BMEKO, MMEKO (7400110)**  
**Montag, 17.15-18.45 Uhr Beginn: 03.04.**

This course is intended for students who want to get some hands-on experience in analysing real spoken English. After a brief introduction to acoustic phonetics, we want to take an in-depth look at ways of recording, digitising and manipulating recordings so as to prepare them for later analysis. We will also explore some of the advantages and disadvantages of different audio file formats, such as .wav, .mp3, .ogg, etc. Once we have successfully obtained some suitable sound files by either recording them or downloading them from a sound archive, we will investigate ways of analysing and annotating the data, mainly concentrating on data from various accents of English around the globe.

The course will be particularly suitable for students who have already attended my previous course *Phonetics & Phonology* last summer, but prior knowledge is certainly not a must.

Apart from the teaching sessions in the computer pool, we will also set up a small 'phonetics lab', where students can experiment and work on their materials in co-operation with two of our PhD students specialising in phonetic analysis.

Due to sessions taking place in a computer lab, the course is restricted to 15 participants. Please register as early as possible with me via email or in person.

Recommended reading:

Ladefoged, P. (2003). *Phonetic data analysis: an introduction to fieldwork and instrumental techniques*. Oxford: Blackwell.

**Dr. Christoph Haase**

**Proseminar/Hauptseminar: Generative Theory MIKK (7400107)**  
**Dienstag, 13.45-15.15 Uhr Beginn: 04.04.**

More than any other dichotomy, the separation between generative and non-generative approaches to the analysis of language characterizes modern linguistics. Even non-believers would acknowledge that Generative theory supplied the tools and methods for a rigorous investigation of syntax. In this class, the focus will be on the syntax of contemporary English. After dealing *briefly!* with the reasons and motivations that led Noam Chomsky to advance the field of Transformational grammar in the 1960s we will fast-forward to the Principles & Parameters approach and derive the research program of Minimalism. The theoretical consideration of d-structure vs. s-structure and phrase marker theory will precede the analysis of syntactical problems such as movement, empty categories, quantifiers, anaphora and infinitives. Students will be enabled to find entry points to the vast literature and research in the field. Some applications of Generative theory will be reviewed in the last part of the seminar. Psycholinguistics and parameter setting will be related to first language acquisition, some rivaling theories will be evaluated on the way. Seminar targets are primarily to convey a solid grounding in Generative theory and the ability to analyse syntactic structures using standard procedures which will be practiced. "Schein" requirement will be established upon beginning of class (student presentation + written test or term paper). Please note that this class is designed to

inspire advanced discussions of the topic. A dedicated interest in syntax, logic and their applications will enable and enhance successful participation.

Prerequisites: Introduction to English linguistics, passed with good results

Further readings:

Adger, David (2004). *Core Syntax*. Oxford: OUP.

Haegeman, Liliane (1996). *Introduction to Government and Binding Theory. 2<sup>nd</sup> Edition*. Cambridge, MA: Blackwell.

Radford, Andrew (1997). *Syntactic Theory and the Structure of English*. Cambridge: CUP.

Radford, Andrew (1997). *Syntax. A Minimalist Introduction*. Cambridge: CUP.

Weibelhuth, Gert (ed.) (1996). *Government and Binding Theory and the Minimalist Program*. Cambridge, MA: Blackwell.

Registration: Number of participants is restricted to 25, organized on first come - first served. Please register via email ([christoph.haase@phil.tu-chemnitz.de](mailto:christoph.haase@phil.tu-chemnitz.de)) or personally by April 2nd.

**Prof. Dr. Klaus Schubert**

**Proseminar/Hauptseminar: Technisches Übersetzen – gelenkte Kommunikation**  
**Blockseminar, Mo./Di., 24./25.04., Do./Fr., 29./30.06, ganztägig Beginn: 24.04.**

Das Seminar untersucht das technische Übersetzen. Dies ist ein sprachlicher Arbeitsprozess, der durch viele Akteure und Faktoren gelenkt wird: durch das Ausgangsdokument, die Vorgaben des Auftraggebers, gesetzliche Vorschriften, Normen, Empfehlungen, Richtlinien und vor allem durch die Zielgruppe. Technisches Übersetzen ist oft Teamarbeit, was zu weiteren Lenkungsnotwendigkeiten führt.

Gegenstand des Seminars ist die Lenkung des technischen Übersetzens. Lenkende Einflüsse können auf den fachlichen Inhalt, den sprachlichen Ausdruck, das technische Medium und auf die Arbeitsprozesse einwirken. Es gibt zudem eine Vielzahl von Quereinflüssen. So kann die Wahl eines bestimmten technischen Mediums die Möglichkeiten des sprachlichen Formulierens bedingen. Umgekehrt kann die Absicht, ein Dokument später übersetzen zu lassen, schon bei der Erstellung Konsequenzen für das technische Medium haben. Zu diesem Zweck gibt das Seminar einen Einblick in das maschinelle und das rechnergestützte Übersetzen.

Das Seminar findet in zwei Blöcken statt, zwischen denen die Teilnehmer Gelegenheit haben, Experimente anzustellen und eine Seminararbeit zu schreiben. Die Themen werden im ersten Block besprochen. Sie können das technische Übersetzen, aber auch die einsprachige Technikkommunikation betreffen. Das Seminar illustriert die Themen am Sprachenpaar Englisch-Deutsch; Seminararbeiten können auch andere Sprachen betreffen.

Leistungsnachweis: Seminararbeit, an alle Teilnehmer verschickt bis 20.06.2006; kurzer Vortrag mit nachfolgender Diskussion im zweiten Block.

**Prof. Dr. Josef Schmied**

**Hauptseminar: Grammar Workshop (7400103)**  
**Blockseminar, Sa./So., 12./13.05. und Sa./So., 07./08.07. Beginn: 12.05.**

In this seminar, we want to develop small grammar modules (e.g. definite articles, individual prepositions or modal verbs, conjunctions, future time reference) for a pedagogical grammar like the Chemnitz InternetGrammar, cf. <http://www.tu-chemnitz.de/InternetGrammar>.

We will explore key problem areas of English grammar with special emphasis on a contrastive German - English perspective using many real-language examples from the data-bases available in Chemnitz.

In the first part, we will use one grammar topic to demonstrate in detail

- how naïve concepts of a grammar area are sketched,
- how this is verified and expanded by consulting standard English grammar handbooks,
- how student-adapted descriptions are produced,
- how real-language examples can be found to illustrate "rules" and "exceptions",
- how critical issues are discussed in a learner-friendly style,
- how relevant exercises are produced and tested,
- how expected and unexpected learner feed-back is dealt with, and
- how further readings, related issues and other materials are integrated.

In the second part, students are expected to present seminar papers in which they draft a grammar chapter for advanced learners of English with all relevant rules, examples, exercises, etc. This course will be accompanied by a webpage:

<http://www.tu-chemnitz.de/phil/english/chairs/linguist/independent/kursmaterialien/gws/>

Please register by April 1st at [realcentre@phil.tu-chemnitz.de](mailto:realcentre@phil.tu-chemnitz.de), if you are interested in a particular grammar area you can also "reserve" it.

Students can also use methods developed in the Seminar: "Data Analysis and Presentation for Linguistics" by Martin Weißer.

**Prof. Dr. Josef Schmied**

**Hauptseminar: Translation Theory and Practice (7400102)**  
**Blockseminar, voraussichtlich Fr./Sa., 14./15.07., ab 14.00 Uhr und Fr./Sa. im Oktober Beginn: 14.07.**

This course will deal with a broad survey of translation issues, from translation critique to culture- or addressee-specific issues, from terminological to technical problems. Practical tools like on-line dictionaries, memory systems and automatic checking options will also be discussed.

In the first part in July, a survey of theories will be presented and discussed; in the second in October, students will present their own practical work. Students can for instance, work on their own versions of relevant texts comparing them with model translations in "parallel texts" and discussing alternative "translations" and their choices (e.g. our university, faculty, library or Chemnitz City, Industriemuseum, etc.).

We also hope to discuss the role of translation in a European Master of Intercultural Communication and its importance in language services in general. This course will be accompanied by a webpage:

<http://www.tu-chemnitz.de/phil/english/chairs/linguist/independent/kursmaterialien/tp/>

Please register by April 28th at [realcentre@phil.tu-chemnitz.de](mailto:realcentre@phil.tu-chemnitz.de).

**Prof. Dr. Josef Schmied**

**Übung : Examenskurs Englische Sprachwissenschaft (7400104)**  
**Donnerstag, 7.30-9.00 Uhr, 14tägig, RH39/233 Beginn: 20.04.**

Besonders empfohlen für alle Studierenden im 7. bis 10. Semester.

Nach einer Einführung in Verlauf und mögliche Inhalte der schriftlichen und mündlichen Prüfungen gebe ich einige Anregungen zur Vorbereitung und, mit Hilfe der Lektüreliste, einen Überblick über die Teilgebiete der Sprachwissenschaft, die auch als Spezialgebiete gewählt werden können. Im Hauptteil des Kurses werden Aufsätze beispielhaft diskutiert.

Im Verlauf des Semesters sollte jede/r TeilnehmerIn eine Probeklausur abgeben.

**Prof. Dr. Josef Schmied**

**Übung: Linguistic Research Projects and Methodology (7400105)**  
**MMEKO, MIKK Beginn: 19.04.**  
**Mittwoch, 15.30-17.00 Uhr, 14tägig, Themen nach Aushang!**

In this course, staff and students will present samples of small research projects and applied work of language providers in general, etc. Guests will provide insights into "Softwareentwicklung für den Fremdsprachenbereich", "Improving Google output by linguistic means", etc.

All students after Zwischenprüfung are welcome to contribute their own Magister project, also to get feedback from other students.

## **Anglistische Literaturwissenschaft**

N.B.: Obligatory guidelines for writing term papers in our courses are available at [http://www.tu-chemnitz.de/phil/english/department/pages/studium\\_wegweiser.html](http://www.tu-chemnitz.de/phil/english/department/pages/studium_wegweiser.html).

**PD Dr. Eckart Voigts-Virchow**

**Vorlesung: A Survey of English Literature II: Romanticism to Contemporary English Literatures BEUST (7400201)**  
**Dienstag, 17.15-18.45 Uhr Beginn: 04.04.**

This lecture course (the second in a two-part sequence) aims at providing a rough (and necessarily sketchy) overview over the key texts and periods of English literature from the Romantic era to the global diversification of contemporary English literatures. Our starting point will be the merits, pitfalls and governing principles of writing literary histories. We will then focus on Romantic, Victorian, Edwardian, Modernist, Postmodernist and Postcolonial Literatures. For a first orientation in the field, please consult the standard literary histories (Seeber, *Englische Literaturgeschichte*; Sampson, *Cambridge Guide to English Literature*; *Bloomsbury*

*Guide to English Literature*; Peck/Coyle, *A Brief History of English Literature*; Sanders, *The Short Oxford History of English Literature*) as well as standard anthologies such as *The Norton Anthology of English Literature* (7<sup>th</sup> ed., vol. 2) or *Die englische Literatur in Text und Darstellung* (Reclam). A detailed course schedule will be available at the beginning of term. No registration is required for this course. Participation in part I of this course is NOT a prerequisite for enrolment.

**Mark Schreiber, M.A.**

**Vorlesung/Übung: Introduction to the Study of Literature (Theories and Methods)**  
**BEUST (7400202)**  
**Dienstag, 11.30-13.00 Uhr**  
**Beginn: 11.04.**

As an introduction to the study of literature, this lecture course tries to lay the necessary foundations for a scholarly approach to literature and texts in general. That is, the study of literature will be situated in a wider context, i.e. the network of literary communication. This entails:

1. defining key terms such as "literature" and "text"
2. discussing literary genres and their specifics (drama, fiction, poetry)
3. introducing the basic tools for the study of literature (bibliography, stylistics, rhetorical figures, imagery, metrics, poetics)
4. surveying important critical approaches and methods of literary theory
5. exploring periods and classifications of literature
6. providing guidelines and standards for writing research essays

This course, which concludes with a written test during the penultimate week, is obligatory for beginners ('Grundstudium') and a prerequisite for 'Proseminare' and the intermediate exam ('Zwischenprüfung').

Required reading:

Klarer, Mario (<sup>2</sup>2004). *An Introduction to Literary Studies*. London: Routledge.

**PD Dr. Eckart Voigts-Virchow**

**Proseminar: Television after TV? – Introduction to Television Studies**  
**BMEKO (7400205)**  
**Donnerstag, 11.30-13.00 Uhr**  
**Beginn: 06.04.**

Television analysis is essential because the private use of this public medium has its share in determining what is considered 'normal' in a given community. With recent trends such as multi-channel narrowcasting, global satellite delivery, digital TV and the increasing displacement of public-service ethos with commercial interest, television is a medium in transition. On the basis of a survey of television theory and the historical development of television in Britain, we will investigate the specific technical and social media framework of TV. In the second part, there will be a focus on specific programmes, with particular emphases on British TV: how does generic diversification on TV work and what are the defining genres of television? Examples will include news programmes, soap opera, drama serial (*The Singing Detective*, *Boys from the Blackstuff*), sitcom (*The Office*, *The Royle Family*), comedy (*Blackadder*, *Goodness Gracious Me*, *The Kumars at No. 42*), the classic TV serial

(*North & South*, *Daniel Deronda*), documentary (*A History of Britain*) and reality/quiz show TV. Participation in a marathon TV viewing weekend is mandatory.

This course will serve as an introduction to the analysis of televisual texts. It is not, however, the "Introduction to Literary Studies".

Introductory literature:

Voigts-Virchow, Eckart (2005). *Introduction to Media Studies*. Stuttgart: Klett.

Prerequisites: Einführungskurs "Introduction to the Study of Literature"

Assessment: Regular participation, an oral presentation and a term paper

Registration: please send an e-mail to Eckart Voigts-Virchow (<mailto:eckart.voigts-virchow@phil.tu-chemnitz.de>) before March 31st, stating your name, semester standing and subjects. The number of participants is restricted to 30.

**Mark Schreiber, M.A.**

**Proseminar: Contemporary Irish Novelists**  
**BEUST (7400203)**  
**Mittwoch, 11.30-13.00 Uhr**  
**Beginn: 05.04.**

One of the qualities most often associated with the Irish is their talent for storytelling. In this course, we will examine a number of novelists both from the Republic of Ireland and Northern Ireland and the ways in which their 'stories' represent, reflect and critically interrogate developments within contemporary Irish society, culture, and politics. Questions to be considered relate to national identity in an era of globalisation, the relationship between tradition and innovation in 'Celtic Tiger' Ireland, issues of religion, gender, sexuality and ethnicity in the 'new Ireland', or the challenges and contradictions posed by the Northern Ireland Peace Process.

Prerequisites: In order to participate, students of *Anglistik/Amerikanistik* need to have completed the lecture course "Introduction to the Study of Literature" successfully. Please present the *Schein* in the first session of the course.

Requirements: regular and active participation, oral presentation, term paper

Registration: Registration before 15 March 2006 via email ([mark.schreiber@phil.tu-chemnitz.de](mailto:mark.schreiber@phil.tu-chemnitz.de))

Term papers:

- size: 10 - 15 pp. (minimum 10 pp.)

- language: English

Primary reading:

1. Bolger, Dermot, ed. (1997). *Finbar's Hotel*. London: Picador.
2. Doyle, Roddy (1997). *The Woman Who Walked into Doors*. London: Penguin.
3. McCabe, Patrick (2002). *Emerald Germs of Ireland*. New York: Harper Collins Perennial.
4. O'Connor, Joseph, ed. (2002). *Yeats is Dead. A Mystery by 15 Irish Writers*. London: Jonathan Cape.
5. Patterson, Glenn (2004). *Number 5*. London: Penguin.
6. Tóibín, Colm (2001). *The Blackwater Lightship*. New York: Scribner.

Suggested secondary reading:

1. Peach, Linden (2004). *The Contemporary Irish Novel: Critical Readings*. New York: Palgrave Macmillan.
2. Smyth, Gerry (1997). *The Novel and the Nation. Studies in the New Irish Fiction*. London: Pluto Press.
3. Harte, Liam and Michael Parker, eds. (2000). *Contemporary Irish Fiction. Themes, Tropes, Theories*. New York: Palgrave Macmillan.

**Dr. Hans-Joachim Hermes**

**Proseminar: Christopher Marlowe: *Doctor Faustus*  
Monday 15.30–17.00 Uhr**

**(7400206)  
Beginn 10.04.**

In this course we will study Christopher Marlowe's famous *Tragicall History of the Life and Death of Doctor Faustus*, written and performed about 1592. In *Faustus* we shall find a character ripe for self-deception. In the Bible he finds "The reward of sin is death" (Romans 6:23), and "If we say that we have no sinne / We deceiue our selues" (1 John 1:8). His logic concludes "... we must sinne, / And so consequently die", and thus "Faustus bids divinity adieu and turns to black magic" (W.L. Godshalk 1974: 173).

Following Faust's fate under the auspices of black magic we shall find a host of subjects of interest. Among them will be plot overview, analysis of *Faustus* as the major character next to the Old Man, low-life characters, motifs, images, key words, symbols. Further interesting themes will be those of unsatisfied love, religious conflict and irony (New Testament, blasphemy), and to a certain extent revenge. Marlowe's language will be analysed very closely. With his mastering of verse, which sometimes drops into prose, with his images, recurring key words and hyperboles, he will be recognised as an innovator.

Required reading:

B-Text of *Doctor Faustus* in any scholarly English edition, e.g. the annotated edition prepared by Sylvan Barnet in the Signet Classic Series (ISBN 0-451-52779-8, price c. 5,00 EUR)

Prerequisites: Einführungskurs "Introduction to the Study of Literature"

Requirements for credit: regular attendance, oral presentation, term paper

Registration: To register, please send an e-mail to

[hans-joachim.hermes@phil.tu-chemnitz.de](mailto:hans-joachim.hermes@phil.tu-chemnitz.de) before 15 March, stating your name, semester standing, and subjects.

**N.N. 1**

**Proseminar: Introduction to Film Studies: British Film  
Montag, 9.15-10.45 Uhr**

**BMEKO (7400205)  
Beginn: 06.04.**

This course comprises three main strands. Firstly, you will be taught the basics of film studies. You will learn how to analyse film form and diegesis (lighting, camera position, film sound, editing, etc.) and film narrative (plot, montage of scenes, etc.). The thematic framework will be the British Film. Starting with the question 'What is "British Film"?' or 'Is there something like "British Film"?', we will soon discover the complexity of this endeavour. You will secondly learn about the British Film Industry, legislation, censorship, economy and institutions in general and thirdly, about British films from the beginning of the 20<sup>th</sup> century to the present in particular. We will work on important genres such as thriller and suspense, heritage cinema or "British Costume Drama", social problem films and comedy as well as influential currents such as Free Cinema and British New Wave. Moreover, the matter of national identity will not be forgotten – leading us to Scottish, Irish and Welsh film production. At the end of the course you will be able to analyse all levels of a film and will possess a profound knowledge of the British Film Industry and of selected British films.

Main secondary literature:

Bordwell, David & Kristin Thompson (2001). *Film Art: An Introduction*. New York: Graw-Hill.

Hayward, Susan (1996). *Key Concepts in Cinema Studies*. London & New York: Routledge.

Helbig, Jörg (1999). *Geschichte des Britischen Films*. Stuttgart & Weimar: Metzler.

Street, Sarah (1997). *British National Cinema*. London: Routledge.

Primary literature (t.b.c.):

*The Private Life of Henry VIII*. Dir. Alexander Korda, 1933. *The 39 Steps*. Dir. Alfred Hitchcock, 1935.

*Brief Encounter*. Dir. David Lean, 1945.

*The Third Man*. Dir. Carol Reed, 1949.

*The Loneliness of the Long Distance Runner*. Dir. Tony Richardson, 1962.

*Peeping Tom*. Dir. Michael Powell, 1960.

*A Clockwork Orange*. Dir. Stanley Kubrick, 1972.

*My Beautiful Laundrette*. Dir. Stephen Frears, 1985.

*A Room with a View*. Dir. James Ivory, 1986.

*A Fish Called Wanda*. Dir. Charles Crichton, 1988.

*The Crying Game*. Dir. Neil Jordan, 1992.

Credit requirements: Regular attendance, active participation in class (discussion and completion of worksheets) and an oral presentation of one key topic. A seminar paper at the end of the semester (only *Leistungsschein*).

Required reading: A course reader will be available at the start of the semester.

Seminar papers: The seminar paper should be 10-15 pages long delivering a film analysis connected to an original argument of yours about one film we discussed in class. You should use at least five secondary sources to support your argument(s). The deadline for handing in your work is September 30<sup>th</sup> – late essays will not be accepted!

Enrolment: The number of participants is restricted to 30. Please register with me before March 31<sup>st</sup> if you want to join this course ([tober@hrz.tu-chemnitz.de](mailto:tober@hrz.tu-chemnitz.de)).

! N.B. This course is a regular *Proseminar*. Here, you may not acquire a *Schein* for the compulsory introductory Literature course!

**PD Dr. Eckart Voigts-Virchow**

**Hauptseminar: 19<sup>th</sup>-Century Horror: *Frankenstein, Dracula, Jekyll & Hyde***

**(7400208)**

**Dienstag, 13.45-15.15 Uhr**

**Beginn: 04.04.**

This course will serve as an in-depth case study for the analysis of narrative texts. Inaugurated by Walpole's *The Castle of Otranto* (1764), the Gothic novel was the defining genre of late 18<sup>th</sup>-century narrative literature. Novels such as William Beckford's *Vathek* (1786), or Matthew Lewis, *The Monk* (1796) are marked by a set of standard characteristics: the Gothic edifice as setting as well as stock characters, such as spectres, monsters, evil aristocrats, and fainting heroines. The Gothic formula spilled over into the 19<sup>th</sup> century and generated three of the most persistent Romantic and Victorian Gothic narratives, which have been highly influential on contemporary neo-Gothic and countless horror movies. We will, therefore, also look at Gothic elements in movies such as Ken Russell's *Gothic* (1986), *Bram Stoker's Dracula* by Francis Ford Coppola (1992), *Shadow of the Vampire* (2000), *Interview*

with the *Vampire* (1994) by Neil Jordan or *Van Helsing* (2004), James Whale's *Frankenstein* (1931) and *The Bride of Frankenstein* (1935), *Mary Shelley's Frankenstein* (1994) by Kenneth Branagh, or *Mary Reilly* (1996) by Stephen Frears.

Required reading:

The 18<sup>th</sup>-century Gothic tradition can be best explored in the anthology *Four Gothic Novels* (OUP, ISBN 0-19-282331-0) You will need editions of the three 19<sup>th</sup>-century novels/novelettes: Mary Shelley, *Frankenstein* (1818), Robert Louis Stevenson, *The Strange Case of Dr Jekyll and Mr Hyde* (1886), Bram Stoker, *Dracula* (1897).

Prerequisites: Intermediate exam/"Zwischenprüfung"

Assessment: Regular participation, an oral presentation and a term paper

Registration: please send an e-mail to Eckart Voigts-Virchow (<mailto:eckart.voigts-virchow@phil.tu-chemnitz.de>) before March 31st, stating your name, semester standing and subjects. The number of participants is restricted to 30.

### PD Dr. Eckart Voigts-Virchow

#### Hauptseminar: After the Nobel Prize: Harold Pinter – Plays and Screenplays

BEUST

(7400207)

Donnerstag, 13.45-15.15 Uhr

Beginn: 06.04.

Having been awarded the Nobel prize for literature in 2005, Harold Pinter has become a cultural celebrity. In the tradition of Samuel Beckett, in the company of Tom Stoppard and as a key influence on writers like Sarah Kane, Pinter has become the pivotal figure of contemporary British theatre. The course will serve as an introduction to the analysis of dramatic and theatrical communication, surveying Pinter's literary career of fifty years. We will look at critical responses to Pinter's unsteady output of plays which have been called comedies of menace (Wardle) and which stage precise 'linguistic ballets' (Esslin) and absurd 'battles for position' between characters. We will analyse Pinter's successful and controversial early plays (*The Birthday Party*, *The Dumb Waiter*, *The Caretaker*, *The Homecoming*), the mature 'society' plays of the 1970s (*Old Times*, *Betrayal*) as well as at his later angry forays into political writing in the 1980s and 90s (*Mountain Language*, *One for the Road*, *Moonlight*). We will also discuss his influential work as an adaptor and screenwriter (Joseph Losey's *The Servant* and *The Go-Between*, Paul Schrader's *The Comfort of Strangers*, from a short story by Ian McEwan, Volker Schlöndorff's *The Handmaid's Tale*, from a novel by Margaret Atwood, Kafka's *The Trial* or *The French Lieutenant's Woman* from the novel by John Fowles).

For a general introduction to studying drama and theatre, please refer to:

Pfister, Manfred (2001). *Das Drama*. 11<sup>th</sup> ed. Munich: Fink (UTB), or:

Pfister, Manfred (1988). *The Theory and Analysis of Drama*. Cambridge: CUP. (transl. from German).

Luckhurst, Mary & John Lennard (2002). *The Drama Handbook. A Guide to Reading Plays*. Oxford: OUP.

Wallis, Mick & Simon Sheperd (2002). *Studying Plays*. 2nd ed. London: Arnold.

Prerequisites: Intermediate exam/"Zwischenprüfung"

Assessment: Regular participation, an oral presentation and a term paper

Registration: please send an e-mail to Eckart Voigts-Virchow (<mailto:eckart.voigts-virchow@phil.tu-chemnitz.de>) before March 31st, stating your name, semester standing and subjects. The number of participants is restricted to 30.

## Amerikanistik

Prof. Dr. Evelyne Keitel

#### Vorlesung: Die Vereinigten Staaten im 20. Jahrhundert

Studium generale

(7400301)

Montag, 17.15-18.45 Uhr

Beginn: 10.04.

Die Vorlesungsreihe zentriert sich um die kulturellen, gesellschaftlichen und politischen Entwicklungen in den Vereinigten Staaten im 20. Jahrhundert.

Ein detaillierter Vorlesungsplan hängt zu Beginn des Sommersemesters im Netz und an der Tür von Rh 39/228.

Eine Anmeldung ist nicht erforderlich. Es wird keine Anwesenheitsliste geführt.

Gunter Süß, M.A.

#### Proseminar: Realism and Naturalism

(7400305)

Donnerstag, 15.30-17.00 Uhr

Beginn: 06.04.

This course will focus on the period from the end of the Civil War until World War I, a phase in which the American economic system as well as American culture and society changed dramatically. We will look at the main literary modes of expression – realism, regionalism, and naturalism – and connect them to different discourses in philosophy (social Darwinism, anarchism), other arts (photography), and culture (urbanization, industrialization, immigration).

Literary works discussed include short stories and novels by Mark Twain, Kate Chopin, Ambrose Bierce, Charlotte Perkins Gilman, Henry James, Stephen Crane, Jack London, and Theodore Dreiser.

Credit requirements: Regular attendance and thoughtful participation in class, an oral presentation as part of an expert group, and a final paper (10-12 pages).

Required reading: A reader will be available at the beginning of the semester.

Registration: The number of participants in this course is limited to 25. Students of *Anglistik/Amerikanistik* have to register via email ([gunter.suess@hrz.tu-chemnitz.de](mailto:gunter.suess@hrz.tu-chemnitz.de)) **before** the semester starts. In order to participate, students of *Anglistik/Amerikanistik* need to have completed the lecture course "Introduction to the Study of Literature" successfully. Please present the *Schein* in the first session of the course.

Prof. Dave Jarvis, PhD

**Proseminar: Issues in Cold War Diplomacy** (7400309)  
**Blockseminar am Fr./Sa., 09./10.06., sowie am Fr./Sa., 23./24.06., jeweils 9.15-17.00 Uhr** Beginn: 09.06.

This course is designed to introduce students to American foreign policy in the half century following World War II. Among the issues to be discussed are the beginning and the end of the Cold War, periodic Berlin crises, the Vietnam War, and America's policies in the Middle East. Students are urged to contact the instructor to identify additional topics.

Students need to register for this course via email ([jervisdt@yahoo.com](mailto:jervisdt@yahoo.com)). Further information on course materials and requirements will be distributed by email.

Michael Nötzold, M.A.

**Proseminar: Nietzsche and American Postmodernism** (7400307)  
**Mittwoch, 13.45-15.15 Uhr** Beginn: 05.04.

At the beginning of the 1960s, a new literary movement swept over the American book market fascinating readers worldwide with its fresh language and ironic charm. Although often ambitious, its anarchic humor and wild narrative style hit the nerve of the times. Soon a term was coined for it: postmodern literature.

Authors like John Barth, Thomas Pynchon, Don DeLillo, and Paul Auster became models for a whole generation of authors to come.

Nevertheless, postmodernism was never a uniform style. Quite the contrary, it put together harsh differences, from maximalism to minimalism, from political correctness to the total loss of moral thoughts. Because of this and also because of new theories about it – mainly from French philosophers fascinated by Nietzsche – postmodernist literature keeps on arousing discussions.

And it seems to be livelier than ever. As part of its most recent offspring, the works of Chuck Palahniuk have added a frantic verve to the jigsaw puzzle. *Fight Club* pictured the outcry of a generation silenced by consumerism and mindless jobs. And it inspired thousands of followers to start writing themselves.

The seminar aims at two things. On the one hand, it will supply an introduction to postmodernism, mainly in American literature. On the other hand, with the help of some discussion of Nietzsche, the reading of postmodernist literature will be given a new horizon, looking at it from the perspective of an often misunderstood prophet of culture.

Credit requirements: Regular attendance, an oral presentation or a final paper, and passing of a final test

Required reading: A reader will be available at the start of the semester.

Seminar papers: The seminar paper will be about 8 pages long. It will make an original argument about one or more of the texts read in class, present this argument coherently and logically, and use both close readings of the text(s) and secondary sources to support it. Every paper should include a "Works Cited" list of at least four secondary sources. It should be written in German.

**The paper is due September 30, 2006.**

Sina Nitzsche, M.A.

**Proseminar: 'The Red Scare Goes Big Screen': The Representation of the Cold War in Hollywood Cinema** BMEKO (7400308)  
**Mittwoch, 9.15-10.45 Uhr** Beginn: 05.04.

This film seminar will look at representations of the Cold War in Hollywood movies. In the course of the seminar, students will interpret this genre from a Cultural Studies point of view, analyzing issues of gender and masculinity. Political and sociological frameworks will be provided in an introductory session. Each week, students are expected to watch one movie from different Hollywood genres, among them *Dr. Strangelove* and *The Manchurian Candidate*, and present their approach to these films in class.

Credit requirements: A discussion lead in one of the sessions, a research paper, and regular attendance.

Registration: This seminar is open to students who have successfully passed the course "Introduction to Literature" and is limited to 25 participants. Please register for this class by March 31 via email ([sini@hrz.tu-chemnitz.de](mailto:sini@hrz.tu-chemnitz.de)).

Reading requirements: A course pack will be available at the beginning of the semester.

Prof. Dr. Evelyne Keitel

**Hauptseminar: The Seven Basic Plots** (7400303)  
**Mittwoch, 9.15-10.45 Uhr** Beginn: 12.04.

Stories play a significant role in our everyday lives, not only as novels or plays, films or operas, comic strips or TV series; through newspapers or TV, our news is presented to us in the form of stories. Our history books are largely made up of stories. Much of our conversation consists in recounting the events of everyday life in the form of stories. We spend an amazing amount of time following stories, because stories are the most natural way to describe what happens in our lives. Yet all these stories tend to take shape in remarkably similar ways. There are, in fact, only seven basic plots in Western civilization, each with its own particular structure which, in turn, shapes the pattern of the story told. In this seminar, we will explore these seven basic plots ('overcoming the monster,' 'from rags to riches,' 'a great quest,' 'voyage and return,' 'self-destruction,' 'rebirth,' 'from shadow into light') as well as the cast of basic figures (each with their own defining characteristics) which appear, again and again, in different stories. The ultimate aim of the seminar is to establish the archetypal patterns underlying all storytelling in order to find out what can go wrong, how a storyteller can 'lose his plot.'

Die Teilnehmerzahl ist auf 35 beschränkt, eine Anmeldung vor Semesterbeginn ist daher unabdingbare Voraussetzung für die Teilnahme an dieser Veranstaltung. Die Anmeldung kann entweder persönlich in einer der Sprechstunden oder per E-Mail ([evelyne.keitel@phil.tu-chemnitz.de](mailto:evelyne.keitel@phil.tu-chemnitz.de)) erfolgen. Bitte geben Sie dabei an, was Ihr zweites Fach ist (oder was Ihre beiden Nebenfächer sind), in welchem Semester Sie die Zwischenprüfung bestanden haben und in welchem Fachsemester Sie sind.



**Gunter Süß, M.A.**

**Hauptseminar: Music Video Ambulance**  
**Donnerstag, 11.30-13.00 Uhr**

**MMEKO (7400306)**  
**Beginn: 06.04.**

From the beginning, music videos have been produced as promotional tools to sell records, and they still function in this way in the realm of a larger "culture industry." Interestingly enough, they have also developed into a vital mode of expression in contemporary cultural production or – if you like – into a form of art. Today, music videos can look back on a considerable history: Illustrated song performances in the 1920s and 1930s, the Beatles movies, and the various appearances of performers on *Top of the Pops* can all be regarded as forerunners of this cultural phenomenon.

In this course, we will concentrate on the development of music videos from the 1980s (the advent of MTV) to the present. In the first part of the seminar, we will discuss formal and stylistic features of different music clips before moving on to an interpretation of their cultural dimension.

Students are asked to bring music videos they find disturbing, have problems with, or adore. Instead of a term paper, students will work on a book on music video. Every participant is expected to write one sub-chapter (15-20 pages).

Credit requirements: Active participation in the discussion groups and contribution to the book (one chapter or sub-chapter).

Registration: The number of participants in this course is limited to 25. Students of *Anglistik/Amerikanistik* have to register via email ([gunter.suess@hrz.tu-chemnitz.de](mailto:gunter.suess@hrz.tu-chemnitz.de)) **before** the semester starts.

**Prof. Gary Holcomb, PhD**

**Hauptseminar: Black Renaissance**  
**Blockseminar am Do., 18.05., 01.06., 15.06. und 22.06., jeweils 13.45-19.15 Uhr**

**(7400310)**  
**Beginn: 18.05.**

During the first half of the twentieth century black intellectuals and artists fashioned a dazzling cultural awakening. The Black Renaissance promoted the rise of transnational Africanist and the recovery of black folk cultures along with the participation in international leftist political movements and intercontinental sex rebellion. The Black Renaissance contributed indispensably to the language of modernist transformation, both in the U.S. and Europe. The aim of this course is to acquaint the English-language student with the wide range of black cultural expression during the interwar period. In conjunction with studying crucial cinematic artifacts, plastic art production, and musical performance, the class will consider such literary innovation as the jazz poetry of Langston Hughes and Sterling Brown, the black modernist prose of Jean Toomer and Claude McKay, and the black radical writings of Margaret Walker and Richard Wright. Among the aims of the course is to assist the student in writing a professional-level research paper. The course will be held in English. A syllabus and other materials will be distributed.

Credit requirements: Attendance and productive class participation (20%), an oral presentation (20%), and a final paper (60%).

Required reading: Texts and handouts will be distributed.

Seminar papers: The paper will be approximately 20 pages long. See syllabus and handout. The paper is due during the last week of class.

Registration: Students have to register for this course via email ([holcomb@emporia.edu](mailto:holcomb@emporia.edu)) by May 2.

**Prof. Dr. Evelyne Keitel**

**Übung: Examenskolloquium**

**(7400304)**

**Vorbesprechung Dienstag, 09.05., 15.00-16.30, Blockseminar am Fr./Sa., 16./17.06., Fr./Sa., 07./08.07., jeweils 9.15-17.00 Uhr**  
**Beginn: 09.05.**

Ziel dieser Übung ist die systematische Vorbereitung auf die mündliche Magisterabschlußprüfung in der Amerikanistik. Die Veranstaltung richtet sich ausschließlich an MA-KandidatInnen, die ihre mündliche Prüfung in der Prüfungsperiode nach dem SS 2006 ablegen wollen (im WS 2006/07 wird es wieder ein Examenskolloquium geben).

Das Kolloquium besteht aus einer Vorbesprechung und zwei Wochenend-Intensivkursen (jeweils Freitag und Samstag).

Voraussetzung für die Teilnahme an dieser Veranstaltung ist erstens eine Anmeldung und zweitens die persönliche Anwesenheit während der Vorbesprechung am 09.05.06.

Die Anmeldung kann entweder in einer der Sprechstunden oder per E-Mail ([evelyne.keitel@phil.tu-chemnitz.de](mailto:evelyne.keitel@phil.tu-chemnitz.de)) erfolgen. Sollten Sie sich per Mail anmelden, geben Sie bitte an: 1. was Ihr zweites Fach ist (bzw. was Ihre beiden Nebenfächer sind) und in welchem Fachsemester Sie im SS 06 sind, 2. in welchem Teilgebiet der Anglistik/Amerikanistik Sie Ihre Magisterarbeit und Ihre Fachklausur schreiben werden und 3. welches Ihre beiden Spezialthemen für die mündliche Prüfung sind (eine Auswahl möglicher Prüfungsthemen ist dem Merkblatt "Prüfungen in der Amerikanistik" zu entnehmen, es hängt im Netz und ist auch im Sekretariat der Amerikanistik als Ausdruck erhältlich).

## **Britische und Amerikanische Kultur- und Länderstudien**

**Prof. Dr. Hans Kastendiek**

**Vorlesung: Einführung in die USA-Studien**  
**Montag, 13.45–15.15 Uhr**

**MIKK (7400401)**  
**Beginn: 10.04.**

Die Vorlesung gibt einen Überblick über Entwicklungslinien und Grundstrukturen der amerikanischen Gesellschaft und Politik. Sie eignet sich insbesondere für Anfangssemester und Studierende im Grundstudium. Kernthemen werden sein: von der Kolonie zur Weltmacht zur Supermacht; Wirtschaftsmacht USA; segmentierte Gesellschaft und fragmentierte Politik; „Amerikanismus“ als „Civil Religion“?

Die Vorlesung vermittelt Kenntnisse, die in den Proseminaren der Amerikanischen Kultur- und Länderstudien vorausgesetzt werden; die Teilnahme wird daher sehr nachdrücklich empfohlen.

Begleitlektüre:

Peter Lösche (1997). *Die Vereinigten Staaten. Innenansichten. Ein Versuch, das Land der unbegrenzten Widersprüche zu begreifen*. Hannover: Fackelträger-Verlag.

Willi Paul Adams/Peter Lösche, Hg. (2004). *Länderbericht USA. Geschichte, Politik, Geographie, Wirtschaft, Gesellschaft, Kultur*. 4. Aufl., Bonn: Bundeszentrale für politische Bildung (kann dort sehr preisgünstig bestellt werden; siehe [www.bpb.de](http://www.bpb.de)).

**Prof. Dr. Hans Kastendiek**

**Proseminar: Politics and Society in Britain MIKK, BEUST, BEUGE\* (7400402)  
Dienstag, 15.30–17.00 Uhr Beginn: 04.04.**

The course deals with central issues in British society and politics. Participants will prepare and present reports on topics like “Postwar Consensus”, “The British Economy since 1945”, “Political Parties and the Development of the Political Landscape since the 1970s”, “Class Matters in British Society!?”, “Immigration and Multi-Ethnicity”, “The Importance of not Being English: Scotland, Wales and Northern Ireland in the UK”, “Britain and/in Europe”.

Requirements:

Participants who did not attend my lecture course “Einführung in die Großbritannienstudien” are requested to read as soon as possible David McDowall (1999), *Britain in Close-Up*. New ed., Harlow: Longman.

\* Unfortunately, there are only a few places available for students enrolled in MIKK, BEUST and BEUGE.

**Susan Nitzsche, M.A.**

**Proseminar: Political Culture in Britain and the US (7400403)  
MIKK, BEUST, BEUGE\*  
Dienstag, 9.15-10.45 Uhr Beginn: 04.04.**

Why did the majority of Americans reject President Clinton’s plan to introduce a public health care system patterned on Central European models, whereas the British insist on overall state responsibility for public health care? Asking questions like these, the course will explore the analytical concept of political culture which guides studies of national value systems and attitudes towards the political system, state, and society.

Analysing British and American political culture, we will start by investigating traditions important for the development of the value systems in both countries, concentrating on core values and their interpretation. As research on political culture focuses on attitudes towards the political system, students will be asked to explore the characteristics of these systems in the United States and Britain. Then we will look at the role of faith in them and, because there is a close link of attitudes and values with political action, we will also analyse participation patterns among the British and the Americans.

Participants are invited to present topics like “The American Creed”, “African Americans and US-American Values”, “Anglo-American Values?”, “Civil Societies”, “Basic Principles of the Political Systems in Britain and the US”, “National Pride and Faith in the Political System”, “Two Nations – Two Participation Patterns?”.

Since this is not a closed list, further proposals are welcome.

Recommended reading:

Döring, Herbert (1998). “Bürger und Politik – die ‘Civic Culture’ im Wandel”. In: Kastendiek, Hans/Karl Rohe/Angelika Volle, Hrsg. (1998). *Länderbericht Großbritannien. Geschichte – Politik – Wirtschaft – Gesellschaft*. 2. Aufl. Bonn: Bundeszentrale für politische Bildung, S. 163-177.

Lipset, Seymour Martin (1996). *American Exceptionalism: A Double-Edged Sword*. New York etc.: W.W.Norton.

Vorländer, Hans (1998). “Politische Kultur”. In: Adams, Willi Paul/Peter Lösche, Hrsg. (1998). *Länderbericht USA*. 3. Aufl. Bonn: Bundeszentrale für politische Bildung, S. 280-304.

\* Unfortunately, there are only a few places available for students enrolled in MIKK, BEUST and BEUGE.

**Franziska Schmidt, M.A.**

**Proseminar: Higher Education in Great Britain and the USA (7400408)  
MIKK, BEUST, BEUGE\*  
Mittwoch, 17.15-18.45 Uhr Beginn: 05.04.**

In topical debates on the „Bologna Process”, „Anglo-American” models of study organisation are often claimed to be exemplary. Consequently, also most continental European countries are currently introducing Bachelor and Master degrees.

Against this background, the seminar aims at offering students a comparative perspective on the organisational structure of the higher education systems in Great Britain and the USA. This will help us to sharpen our views on our own surroundings and to discuss recent developments in higher education in Germany.

Through comparison we might find out whether there is something like an „Anglo-American” model of higher education or study organisation. We will ask about the socio-economic and political context in which higher education is embedded in these countries.

We will differentiate types of higher education institutions and analyse the structures and special features of the courses they offer. In addition, we will examine admission requirements and prerequisites, financial aspects and organisational backgrounds of higher education.

In order to analyse the interconnections between higher education and economic developments, we will also concentrate on the goals of education and the relationship between higher education and the labour market. Moreover, a discussion about higher education culture and student life will give students the opportunity to integrate their subjective experiences and expectations (on higher education in Germany and elsewhere) into our discussions.

Registration: the seminar is limited to 35 participants. Students are requested to register via email ([franziska.schmidt@s1999.tu-chemnitz.de](mailto:franziska.schmidt@s1999.tu-chemnitz.de)) by 31<sup>st</sup> March, stating their name, semester standing and subjects. Please indicate, if you need a *Teilnahmeschein* or a *Leistungsschein*.

For a *Leistungsschein* students are required to give a short presentation and write a paper (ten to twelve pages).

A recommended reading list and further information will be provided during the first session.

\* Unfortunately, there are only a few places available for students enrolled in MIKK, BEUST and BEUGE.

**Jens Rempel, M.A.**

**Proseminar: Issues in Australian Studies MIKK, BEUST, BEUGE\* (7400404)  
Freitag, 9.15-10.45 Uhr Beginn: 07.04.**

Police have been pushed, pelted with beer bottles and had their patrol cars stomped on as violence worsens at Sydney's Cronulla Beach. Racial tension turned to violence today as at least 5000 angry people converged on the beach after simmering anger and disputes between beach users flared last week. An ambulance spokesman [...] could not comment on a report that a girl of Middle Eastern appearance had been pushed over and was kicked repeatedly as she lay on the ground. (*The Sydney Morning Herald*, December 11, 2005)

From the very beginning, Anglo-Celtic Australia has been an immigrant nation. In 1973 it was officially declared multicultural. How has this effected Australian (national) identity? How are Indigenous Australians involved? Racism, immigration, multiculturalism, Australian-ness and the situation of Aboriginal peoples are some issues in Australian Studies worth having a look at in this seminar.

Participants are expected to attend classes regularly. In order to receive a Schein students should give a presentation and submit a term-paper at the end of semester.

Recommended reading:

Bader, Rudolf, ed. (2002). *Australien. Eine interdisziplinäre Einführung*. Trier: Wissenschaftlicher Verlag Trier.

Hollinsworth, David (1998). *Race and Racism in Australia*. Katoomba: Social Science Press.

\* Unfortunately, there are only a few places available for students enrolled in MIKK, BEUST and BEUGE.

**Prof. Dr. Hans Kastendiek**

**Hauptseminar: Constitutional Culture(s) in Britain (7400405)  
MIKK, BEUST, BEUGE\*  
Dienstag, 11.30–13.00 Uhr Beginn: 04.04.**

This course deals with the British *sonderweg* of constitutional development and change. That does not mean, however, that participants are expected to be or to become experts of constitutional analysis or even of constitutional law. In the initial stage of our proceedings, we will start with a discussion of New Labour's recent reforms of the British Constitution (BC). A first attempt to grasp some of the main features of this peculiar constitution will lead us to analyses of its historical roots and of some major conjunctures of constitutional change until the 1950s. In the second part of our programme, we will concentrate on the constitutional debates since the 1960s. At that time, the general complacency about the BC started to vanish and divergent conceptions of constitutional government emerged. Challenging the country's traditional constitutional culture, campaigns for a substantial reform of the BC gathered momentum in the 1980s and 1990s. As a result, not only the basic assumptions of constitutional thought but also the constitutional language have changed. This points to a constellation which, as we might conclude at the end of

term, is marked not by one prevailing constitutional culture but by a plurality of constitutional cultures.

Recommended reading:

Foley, Michael (1999). *The Politics of the British Constitution*. Manchester and New York: Manchester University Press. (copies will be available in our *Archiv für Kultur- und Länderstudien*, Rh. 39/212);

Kastendiek, Hans/ Richard Stinshoff, „Verfassungsdenken und Verfassungspolitik“, forthcoming in: Hans Kastendiek/Roland Sturm, Hg. (2006). *Länderbericht Großbritannien*. Bonn: Bundeszentrale für pol. Bildung [the paper will be available on my TU-website from March onwards, see „Aktuelles“]

\* Unfortunately, there are only a few places available for students enrolled in MIKK, BEUST and BEUGE.

**Dr. Sebastian Berg**

**Hauptseminar: New Imperialism? The USA since 1989/90 (7400406)  
MIKK, BEUST, BEUGE\*  
Mittwoch, 11.30-13.00 Uhr Beginn: 05.04.**

“Imperialism” is an old and contested concept for analyses of global power structures. In current discussions (especially since September 2001) it is widely used again and – at least partly – has replaced other terms like the “New World Order” or “globalisation” which were common in the 1990s. But when speaking about contemporary “imperialism”, we have to consider a number of questions: is today's imperialism American (as, for example, Ellen Meiksins Wood claims in her book *Empire of Capital* in 2003), or is it rather an amorphous empire of power networks (as Michael Hardt and Antonio Negri suggest in their study *Empire* from 2000)? Can an American empire (if it exists) be seen as equivalent to older empires or does it have qualities and characteristics that make it markedly different? Are imperial policies beneficial (as would claim those who defend, for example, the wars on Afghanistan and Iraq as interventions to free people from repressive regimes), or are they cruel (as would emphasize others who hint at political and social instability in Afghanistan and at the atrocities of Abu Ghraib)? Can (American) imperialism rely on coercion alone or does it also need consent?

These are central questions for our course. We will look into recent developments in, and debates on, US foreign policies. We will try to understand political justifications for the role of the USA in international relations and compare the different (and maybe conflicting) views held by the numerous government institutions and political agents involved. We will investigate the consequences of foreign policy for US society. Eventually, we will (hopefully) be able to decide whether and in what ways international policy in the early 21<sup>st</sup> century can be interpreted as a “new” imperialism or whether older concepts and strategies do still prevail.

A reader with key texts will be provided in the first session.

Introductory reading for the first meeting (available at Frau Zenner's office, Rh 39/226, from 15<sup>th</sup> March):

Münkler, Herfried (2005). “Nutzen und Nachteil des amerikanischen Imperiums”, *Aus Politik und Zeitgeschichte* 45, 3-6.

\* Unfortunately, there are only a few places available for students enrolled in MIKK, BEUST and BEUGE.



Dr. Joachim Seifert

**Hauptseminar: Didaktische Spezifika eines Englischunterrichts in Einrichtungen der Erwachsenenbildung (7400804)**  
**Dienstag, 9.15-10.45 Uhr** **Beginn: 04.04.**

Das Hauptseminar soll sich folgenden Fragen widmen:

- Europatauglichkeit eines modernen Fremdsprachenunterrichts mit besonderem Bezug auf die englische Sprache im Rahmen der Erwachsenenbildung
- Interkulturelle Aspekte des FSU bei Erwachsenen in Vorbereitung auf die Praxis im allgemeinsprachlichen, fachsprachlichen bzw. beruflichen Sektor
- Autonomer Fremdspracherwerb, ein besonders effektiver Weg im FSU bei Erwachsenen, Individualisierung des Lehr- Lernprozesses
- Der Computer als Assistent beim Fremdspracherwerb; Lernprogramme, Autorenprogramme; Interaktion via Internet
- Stundenentwürfe zur Arbeit an Fachtexten der Wirtschafts- und Technikwissenschaften; unter Berücksichtigung der o.g. Schwerpunkte und unter aktiver Anwendung der Methode Lernen durch Lehren

Durch das Anfertigen einer schriftlichen Semesterarbeit im Umfang von etwa 15 Seiten und eines zusätzlichen Seminarreferats spezialisieren sich die KursteilnehmerInnen auf ihren Schwerpunkt der Veranstaltung und erwerben einen Leistungsschein.

Literatur:

- Borgwardt, Ulf et al. (1993). *Kompendium Fremdsprachenunterricht*. München: Hueber.
- Edelhoff, Christoph/Ralf Weskamp (1999). *Autonomes Fremdsprachenlernen*, Ismaning.
- Rüschhoff, Bernd/Dieter Wolff (1999). *Fremdsprachen in der Wissensgesellschaft*. Ismaning.
- Schröder, Konrad (1999). „Den Fremdsprachenunterricht europatauglich machen“. *FMF-Mitteilungsblatt Thüringen/Hessen*, Nr.14, 13ff.
- Hendricks, Wilfried (2000). *Neue Medien in der Sekundarstufe I und II*. Berlin: Cornelsen.

Dr. Joachim Seifert

**Übung: Besonderheiten eines FACHSPRACHLICHEN Unterrichts in advanced courses der Erwachsenenbildung (ESP – English in Special Languages) (7400805)**  
**Mittwoch, 7.30-9.00 Uhr** **Beginn: 12.04.**

Die Übung wendet sich an alle StudentInnen der Anglistik/ Amerikanistik, die in Kursen der Erwachsenenbildung unterrichten, unterrichten werden oder unterrichten wollen. Es soll geklärt werden, was Fachsprache ist, wie viel Allgemeinsprache wir in der Fachsprache finden, welche besonderen Strukturen allen Fachsprachen weitestgehend gemein sind und welche methodischen Vorgehensweisen in der Fachsprachenarbeit sinnvoll erscheinen, aufgeschlüsselt auf die Wissensschiene (besonders Lexik und Syntax/Morphologie) und die Könnensschiene (die einzelnen Sprachtätigkeiten Hören, Lesen, Schreiben und Sprechen, einschließlich (oder zuzüglich???) der Übersetzung).

Ein Leistungsnachweis kann erbracht werden.

Literatur:

Ulf Borgwardt et al. (1993). *Kompendium Fremdsprachenunterricht*, München: Hueber.

Dr. Joachim Seifert

**Kolloquium zu allen praktischen Fragen eines Fremdsprachenunterrichts in der Erwachsenenbildung (5 Teilnehmer) (7400806)**  
**Mittwoch, 9.15-10.00 Uhr (RH 39/025)** **Beginn: 12.04.**

Die Veranstaltung dient dem Informations- und Meinungsaustausch zu allen in Praktika und Hospitationen aufgetretenen Fragen, Unstimmigkeiten, Problemen etc., um Ungereimtheiten aufzudecken, Erfahrungen anderer zu hören und zu erleben. Der Kurs lebt von Beiträgen und Diskussionen der KursteilnehmerInnen. Es kann KEIN Schein erworben werden. Die Veranstaltung wird **nochmals als Versuch** angeboten.

**Praktika (Blockpraktika, Praktika im Rahmen des Kombinationsprofils „Fremdsprachen in der Erwachsenenbildung“):**

Alle Praktika und entsprechende Termine werden bitte persönlich mit mir abgesprochen. Dazu ist erstmals am Mittwoch der ersten Studienwoche des Sommersemesters 2006 von 10.00-10.30 Uhr im Raum RH 39/025 Gelegenheit und dann jeden Mittwoch zur gleichen Zeit in der „Praktikumsberatung“. **Praktikumsscheine werden nur für Blockpraktika erteilt.**

## The English Language Practice Programme

### What, When, Where...

#### **Placement Test:**

**Friday 31 March starting at 9:00 a.m. in C 104** in the **Main Building, Reichenhainerstr. 70** for all students in their **1st semester** of English & American Studies (as well as for those who failed it last time). Please bring (a) a pencil (b) an eraser (c) your matriculation number with you. The written test, which will take 2 hours, will be followed by a brief oral test of free-speaking ability. Depending on the number of participants, students should be prepared to be available either on Friday or the following Monday. The results will be hung next to the door of RH 39 Zi. 231 and Zi. 209 by Wednesday 05 April.

**New!**

#### **Preparation for the Placement Test:**

We offer our students the opportunity to practice online for some sections of the placement test. So if you feel like you need some preparation, please visit the following website:

<http://www.tu-chemnitz.de/phil/english/chairs/practlang/placement>

#### **Signing-up for courses:**

Please remember that the number of participants in each class [except the Foundation Course] is limited. This means that you must sign up for courses in advance, on the basis of "first come, first served". The registration forms will be up in the corridor outside Room 231, RH 39, **from Monday 20 March to Wednesday 29 March**. Any course that has less than five participants when the lists close will most probably be cancelled.

**ALL** Language Practice courses will begin this summer semester on **Monday 10 April**. To avoid confusion due to possible changes, neither this KoVo nor the *Vorlesungsverzeichnis* contain details of where classes will take place. You are advised to find this out in good time; please consult our notice-board on the 2<sup>nd</sup> floor of RH. 39, or the door of Zi. 209/231. **Due to uncertainties regarding staff availability, we cannot guarantee that all the courses listed here will definitely take place.**

For latest news and **recommended dictionaries and reference books** see our new www pages:

<http://www.tu-chemnitz.de/phil/english/chairs/practlang/books>

#### **What to do when:**

Please note that the following DOES NOT imply there have been any changes in the Studienordnungen; NOT all of these courses will necessarily be compulsory for you. We strongly recommend that you do the core courses in the following order, since doing a course before you are ready for it can be a very frustrating experience:

#### **Grundstudium**

1. **Foundation Course** (if you do not pass the Placement Test)
2. **Integrated Language Course I** (once you have passed the Placement Test)
3. **Integrated Language Course II**
4. **Listening & Reading Comprehension**
5. **Pronunciation**, and
6. **Vocabulary Building**

(4., 5., 6. should ideally all be taken earlier rather than later, i.e. as early in your Grundstudium as they fit into your timetable without completely overloading you with work)

7. **Grammar I** (highly recommended before taking Translation I)
8. **Translation I** (Do NOT wait until the last semester before your ZP. You might need more than one Translation course. In any case, it is recommended that you take more than one Translation course, if possible, which is why we are putting on a course called "Translation I Part 2")
9. **Translation I Part 2**

#### **Hauptstudium**

1. **Oral & Written Production**
2. **Grammar II** (preferably before Oral & Written Production and Translation II)
3. **Integrated Area Studies** (preferably after Oral & Written Production)
4. **Translation II** (which goes towards preparing you for your final exams)
5. **Essay Writing** (also important as exam preparation for anyone who will write an essay in the exam, i.e. Mag/LaG/LaBS students)
6. **Preparation for Final Exams** (which, as the term implies, is the last course you should do before taking your exams)

**Please note:** Unfortunately, we CANNOT guarantee that every course is offered every semester, nor (in *Grundstudium*) that every course will be offered twice each semester. Please do not forget that the official rule is no more than 15 people in each course. We would like to remind you that organising your programme is your **own** responsibility - which means that you must calculate for yourself how many courses you have to do by what stage of your studies, and plan accordingly.

We would remind you that - unlike learning English at school - the courses offered within the Language Practice side of your studies represent the **minimum** of the time and energy that you should invest to improve your linguistic competence to the extent required by the time you (take your final exams and) complete your studies. You will need to work on your own in developing your skills, for example, through reading (e.g. English and American newspapers and magazines, available in the library and, perhaps more conveniently, on the **Internet**), writing (e.g. *Referate* in English), speaking (e.g. at **English Club** events; for details see p.40), and generally mobilising your English, for instance through a period of **study or work abroad** - something which every student of English should do for **at least six months** (see comment on this and recognition of work done abroad on the next page).

#### **A semester or year abroad**

- Financial regulations and restrictions are making a lengthy period of time in an English-speaking country increasingly difficult for students. Nonetheless, we **very strongly** recommend it if somehow possible, for the following reasons (among others) - which will also have an effect on the recognition for credits here in Chemnitz of what you do during your time abroad:
  - It offers you the chance to experience all kinds of everyday and constant communicative situations such as we cannot realistically imitate in the classroom.
  - It requires you to 'live' the language - assuming you don't spend a lot of your time with German speakers (if you do, you are wasting your time and money!); you will be in a 'total immersion' situation where you must use the language to survive!
  - It helps you realise that an English native speaker - whether Australian, American, British, Canadian, Irish or whatever - not only uses a different language to that used in Germany, but also thinks, processes experiences and reacts in a totally different way; in short, that language, communication and social behaviour are all culturally influenced and interdependent.
  - It gives you the chance to SPEAK, SPEAK, SPEAK in English - something which you sadly have relatively little chance to do back in Chemnitz (but don't forget the English Club)!

For this reason, we in Language Practice are not so interested in the courses that you may do while abroad: we hope that you will spend your time communicating with the people around you, extending your vocabulary and knowledge of grammatical structures and idioms, learning alternative strategies for expressing ideas (formal/informal, polite/direct) and in what situations which strategies are appropriate, and familiarising yourself with the way in which the native speakers use (and also misuse!) their language.

However, we are aware that you may be putting a lot of work into Language Practice courses while abroad and would remind you that such work can, under certain circumstances, be used to satisfy the requirements - at least in part - for a Language Practice course credit. For further details, see the *Anglistik/Amerikanistik* leaflet, and for advice talk to the Coordinator for Language Practice. This applies whether you are studying abroad or going as an assistant teacher.

Time spent improving your English can often be repaid in hard cash terms already during your studies. Students whose English is particularly good can often earn money by working as teachers, translators or interpreters.

**Students are encouraged to use internet possibilities (e.g. [www.tu-chemnitz.de/InternetGrammar/](http://www.tu-chemnitz.de/InternetGrammar/)) and computer programmes as AIDS FOR LEARNING. However, do not forget that all that material needs to be made your own in order to speak, write and translate English professionally.**

## Basic Studies (Grundstudium)

### Integrated Language Course I (MKTK 1<sup>st</sup> Semester)

Tuesday, 13:45-17:00 (Naumann) First meeting: 11.04.

or

Wednesday, 11:30-15:15 (Naumann) First meeting: 12.04.

or

Thursday, 11:30-15:15 (Naumann) First meeting: 13.04.

Please note that this course runs over four hours a week, comprising two blocks of 90 minutes each with a short break between them. It forms the first half of the ILC 'package' (to which come ILC II and Listening and Reading Comprehension in the following semester), and focuses primarily on the productive speaking and writing skills required for a broad spectrum of professional fields, with the relevant text and speech functions, and lexical areas linked to specific objective-related topics. The skills include letter-writing (formal/informal), summary and report, review and assessment, role play, informal discussion and more formal debate. Topics are selected with regard to (a) aspects of the target culture(s); (b) students' background and interests; (c) general aspects of global interest.

Grammar is explicitly covered in self-access material with weekly tests.

#### Course requirements:

1. regular tests on self-access material
2. 2-3 pieces of written work
3. oral performance - content and language - during the semester
4. final test (written work including grammar and lexis and oral exam).

A final grade of less than 4.0 in **any one** of these 4 elements will cause you to fail the course; if you are unable to attend a class-hour for whatever reason, it is up to you to find out (e.g., in the course instructor's office hours or by talking to other members of the course) what came up in that class and what homework was given.

#### Required books:

a good monolingual dictionary and Alexander, L.G. *Longman English Grammar Practice for Intermediate Students*. Harlow: Longman

### Integrated Language Course II (MKTK 2<sup>nd</sup> Semester)

Monday, 15:30-17:00 (Phillips) First meeting: 10.04.

or

Tuesday, 13:45-15:15 (Phillips) First meeting: 11.04.

or

Wednesday, 13:45-15:15 (Phillips) First meeting: 12.04.

NB: You **must** normally have passed ILC I before you can take ILC II.

ILC II continues the work and principles of ILC I. The emphasis is on the creative use and practice of the lexis, grammar and functions acquired in ILC I. In addition, it is

partly aimed at preparing you for the communicative requirements you will experience in oral situations generally and specifically in the oral exams of the Zwischenprüfung, namely, the 'information gap' and how to bridge it (from both sides!): expressing views, structuring information-communication and arguments, interrupting, clarifying, etc. ILC II also looks in greater depth at the question of adequate reaction (strong, neutral, tentative, etc.) and register (formal/informal, spoken/written). The course thus lays the oral and argument structuring skills foundation on which Advanced Studies courses will later build.

#### Course requirements:

1. 2-3 pieces of written work
2. tests on "False Friends" and additional materials
3. oral performance - content and language - during the semester
4. final test (written work and oral exam).

Required books: as for ILC I.

### Listening and Reading Comprehension

Tuesday, 09:15-10:45 (Price)

First meeting: 11.04.

or

Wednesday, 13:45-15:15 (Price)

First meeting: 12.04.

or

Wednesday, 15:30-17:00 (Price)

First meeting: 12.04.

The main purpose of this course is to improve your listening and reading ability by developing understanding for intonation and stress, for different accents, for how to paraphrase at word and sentence level, and for how to quickly assimilate the read and heard information. It is based on authentic material covering different textual types for both listening and reading comprehension (e.g. news broadcasts, interviews, newspaper articles, popular scientific articles, short stories). The course format will include home study, Media Centre work and active participation in the class.

#### Course requirements:

1. homework (1-2 self-access texts on tape **and** a text to read **and** the relevant exercises each week).
2. 1 - 2 reading and listening tests spaced throughout the term
3. a final reading and listening test
4. Book report (possible requirement).

**ILC course credits (Scheine):** there is only ONE course credit for [ILC I + ILC II + Listening & Reading Comprehension] combined; however, if you fail one or more of these components, you will be required to repeat it until you achieve a satisfactory grade, e.g., if you fail ILC I, you will **not** normally be allowed to proceed to ILC II until you repeat and pass ILC I.

The **Scheine** will be given out by the **Coordinator**, not the class teachers.



## Pronunciation

<b>Monday, 09:15-10:45 (McCulloch)</b>	<b>First meeting: 10.04.</b>
<i>or</i>	
<b>Tuesday, 17:15-18:45 (McCulloch)</b>	<b>First meeting: 11.04.</b>
<i>or</i>	
<b>Wednesday, 17:15-18:45 (McCulloch)</b>	<b>First meeting: 12.04.</b>

This course, which complements theoretical phonology/linguistics studies, is directed at: 1. drawing your awareness to those areas in English pronunciation particularly difficult for a German speaker, 2. explaining and practising the articulation of specific sounds in English, 3. using controlled practice to help you overcome pronunciation problems, focusing on them as individual sounds, as parts of whole words, and in longer pieces of text. In addition, we will examine 'linking', syllable stress, strong and weak forms, sentence rhythm and intonation patterns. The course also contains an introduction to the phonetic alphabet, so that you learn to read and use transcription.

### Course requirements:

1. mid-term test, including written, oral, & transcription exercises
2. final test, including written, oral, & transcription exercises.

NB: A student whose oral performance in the Placement Test was exceptional may be excused certain classes in this course; however, they will still be required to pass the various tests.

(This course can also be taken by students doing the Foundation Course)

## Vocabulary Building (MKTK 2<sup>nd</sup> Semester)

<b>Tuesday, 11:30-13:00 (Price)</b>	<b>First meeting: 11.04.</b>
<i>or</i>	
<b>Tuesday, 13:45-15:15 (Price)</b>	<b>First meeting: 11.04.</b>
<i>or</i>	
<b>Wednesday 17:15-18:45 (Price)</b>	<b>First meeting: 12.04.</b>

This course is designed to expand your useable vocabulary by focusing on specific areas of interest and need, for example: science, environment, etc. The focus is on the meaning of particular words in selected texts, learning how to define them using English words already known, and then using the original words correctly in practical contexts. Short written assignments and exercises are employed to reinforce this procedure. The course will also comprise a section on presentation skills and the language of presentations.

### Course requirements:

1. preparation of homework and active class participation
2. 1 - 2 short essays
3. mid-term test
4. final test
5. 1 presentation.

Required material will be available in the Copy Shop Dietze. Required book: a good monolingual English dictionary.

### Recommended book:

*English Vocabulary in Use* (with key).

(This course can also be taken by students doing the Foundation Course)

## Grammar I (MKTK 3<sup>rd</sup> Semester)

<b>Monday, 15:30-17:00 (Naumann)</b>	<b>First meeting: 10.04.</b>
<i>or</i>	
<b>Monday 17:15-18:45 (Naumann)</b>	<b>First meeting: 10.04.</b>
<i>or</i>	
<b>Wednesday, 15:30-17:00 (McCulloch)</b>	<b>First meeting: 12.04.</b>

The course builds on and extends the students' existing abilities by:

- identifying and correcting the most common mistakes (focus on interference problems)
- analysing sentence structures and discussing various grammar points within the framework of a text, i.e., discussing grammar in context and not simply quoting it in isolation from its source
- working through grammar exercises and tasks in order to reinforce and systematise what students may already know

### Course requirements:

1. suitable preparation of homework and active in-class participation
2. final test (gap-filling; multiple-choice; translation; sentence creation from given words, etc.).

### Required material:

The materials needed (commonly called a "Skript" in German, but called a transcript/reader in English) will be available from the Copy Shop Dietze.

You are advised to take this course after completing the ILC 'package' if possible.

## Translation I

<b>Monday, 13:45-15:15 (Phillips)</b>	<b>First meeting: 10.04.</b>
<i>or</i>	
<b>Tuesday, 11:30-13:00 (Phillips)</b>	<b>First meeting: 11.04.</b>

This course should ideally only be taken after successful completion of the ILC-package and Grammar I.

The goal of this course is to help you develop the ability to translate correctly and efficiently and to identify the differences and similarities between German and English – especially those caused by interference – and the concept that *translation* is more a matter of *transferring* ideas and concepts from one language to another. Accordingly, great emphasis is put on the use of monolingual dictionaries supported by bilingual ones, rather than the other way around, and the idea that an entry in a

bilingual dictionary may not be the one required in a given context. The course has three linked elements:

- short texts emphasise the importance of looking at the text 'as a whole' when transferring the message and the importance of this for selecting grammar and vocabulary elements, as well as the need to develop a 'feel' for the style and flow of the English language;
- individual sentence translation focuses attention on possible traps resulting from language interference and/or intercultural differences;
- sporadic work on 'False Friends' supports the growing awareness that what may seem the easiest alternative is not necessarily the best one – and might even be incorrect!

Course requirements:

1. mid-term 1.5-hour test translation (short text & individual sentences)
2. end-term 1.5-hour test translation (short text & individual sentences)
3. False Friends: Short tests during the term
4. translations written as homework and handed in for correction.

### Basic & Advanced Studies

These courses can count towards either the course credit requirements (*Semesterwochenstunden*) of the *Grundstudium* OR *Hauptstudium*. The difference being that the "*Leistungsnachweis*" for those requiring a *Hauptstudium Schein*/credit will be set at a higher and more demanding level.

#### Translation I Part 2

**Thursday, 11:30-13:00 (Phillips)**

**First meeting: 13.04.**

What makes a translation good? How important are the individual **words** that we use in a text? How important is the **message**? This course is there to allow anyone who has finished "Translation I" and who still wants to have further practice in the skills necessary for translating, to do so. We will be using a wider variety of text types, including some advertising and literary texts, but we will also work with texts and sentences which could be seen as helpful in preparing for the Translation Zwischenprüfung. Although it is primarily designed for Grundstudium students, this course is also open to Hauptstudium students.

### Advanced Studies (Hauptstudium)

#### Grammar II

**Tuesday, 15:30-17:00 (McCulloch)**

**First meeting: 11.04.**

**or**

**Wednesday, 13:45-15:15 (McCulloch)**

**First meeting: 12.04.**

Grammar II carries on from where Grammar I left off. For the most part, it does not present any radically new areas of grammar, rather seeks to deepen those areas already addressed in Grammar I: conditional, Infinitive/-ing, futures, reported speech, static-dynamic verbs, etc. In this course, however, greater emphasis will be placed on understanding grammatical terms, contexts and choices and on the student being able to explain them clearly to the class.

Course requirements:

1. satisfactory preparation and participation in the explanation of homework texts
2. final test (based on the areas worked on in class).

#### Oral & Written Production (O&WP)

**Tuesday, 15:30-17:00 (Phillips)**

**First meeting: 11.04.**

**or**

**Thursday, 13:45-15:15 (Phillips)**

**First meeting: 13.04.**

The course uses 'Information Tasks' to improve the *clarity* with which facts and concepts are communicated in everyday life; 'Scenarios' to develop *flexibility* in situations needing persuasion where the other person's response is unpredictable or requiring instant reaction to unforeseen stimuli and appropriate language use; and 'Seminar Skills' to sharpen the *effectiveness* of contributions to more formal discussions, whether as speaker or audience. Situations of a more professional nature are taken up, and stress is laid on *fluency* and relatively natural communication within the context of meaningful communicative activities, where necessary using notes, rather than pre-written texts. Related written elements emphasise structured writing of the introduction-development-conclusion pattern. O&WP thus fortifies the presentation and reception skills learned in ILC II and acts as a bridge between the written presentation of the IAS course and the more 'academic' skills required in Essay-Writing and final-exam essays. Additionally, the course develops awareness of different lexical possibilities and registers when communicating orally and of the frequent absence of precise one-to-one equivalents in German and English or, in the case where they might seem to exist, their inappropriateness.

Course requirements:

1. suitable performance - language & content - in all Information Tasks & Scenarios
2. suitable preparation & delivery – language & content - in all oral presentations

3. submission of the required pieces of writing
4. suitable performance in final test (scenario, presentation/discussion, written item)
5. a 15 - 20 minute individual oral presentation
6. use of new media.

### Integrated Area Studies

Please note that IAS, while concerned with the countries and societies in question, is primarily part of the Language Practice programme; accordingly, inadequate linguistic performance in the various aspects of the course will result in a failing grade.

**You are *normally* expected to have successfully completed O&WP before proceeding to IAS.**

### IAS USA

**Wednesday 11:30-13:00 (Phillips)**

**First meeting: 12.04.**

The main goals of this course are to:

- i. improve your ability to research topics and interpret the meaning and connotation of the language encountered during research.
- ii. develop a familiarity with the land and the people and more specifically gain an insight into contemporary American society.
- iii. improve your linguistic competence through the presentation and discussion of various topics relating to the social fabric of the US.

In order to avoid a lecture-type situation during class sessions, participants prepare and deliver oral presentations within the context of class discussion and group/pair work, with a written follow-up.

#### Course requirements:

1. oral presentation on chosen topic
2. written version of presentation
3. assessment of oral skills
4. short final exam on material covered during semester

#### Compulsory pre-course reading:

IAS Preparation Pack which is available in the Copy Shop Dietze.

### IAS New Zealand / Australia

**Wednesday, 9:15-10:45 (Heller)**

**First meeting: 12.04.**

Haere mai and Giddyay!

While introducing you to both countries and investigating their cultural, political and geographical issues, this course aims at improving your

- Skills to research particular topics through literary and net research
- Speaking, writing and reading skills

as well as training your cultural awareness for the land(s) and people(s) of NZ and AUS.

You will discuss movies, literature, society, history, current events, etc., relating to both countries and become familiarised with the way of life down under.

Participants are required to take a vital part in weekly class discussions, presentations and class organisation, which will naturally improve your skills to work and learn autonomously.

#### Course requirements:

Weekly readings and participation

Presentation (15min) on chosen topic & discussion leadership

Written version of presentation

Assessment of oral skills (participation and presentation)

#### Compulsory attendance in the first session:

It is absolutely necessary that you attend the first session, to choose and discuss your topic for presentation. In case of questions contact: Isabel.heller@phil.tu-chemnitz.de

### IAS Canada

**Thursday, 15:30-17:00 (McCulloch)**

**First meeting: 13.04.**

This course aims at enhancing your knowledge of Canada while improving your English reading and speaking abilities. We will be looking at the main regions of the country from various eclectic points of view: historical, political, cultural, economic, religious, everyday life, wilderness, etc.

The course is meant to be carried almost exclusively by the students, which means continuous participation based on lots of background reading, or even better, some first hand experience you have had in Canada.

#### Course requirements:

1. weekly readings and participation
2. a 15 minute presentation, plus discussion leadership
3. a written version of the presentation handed in
4. smaller theme contributions.

## Translation II

**Thursday, 09:15-10:45 (Phillips)**

**First meeting: 13.04.**

Translation II continues where Translation I left off while focusing more on providing you with the ability to translate using refined language and on taking style and register more into account. Great emphasis is placed on seeing lexical items within the text as a whole, rather than as isolated items, and also on text translation, as distinct from sentence translation - i.e., looking for sense and style over a text as a whole, transferring meaning into the target language, rather than merely translating on a word-for-word or phrase-for-phrase basis. Accordingly, longer texts are utilised, forming an important bridge between Translation I and the PFE course.

The texts offer information on the target culture and on relations between English-speaking countries and Germany, but also include extracts from literary texts to practise different styles and underline these differences in a practical, 'hands-on' way. Criteria for the acceptability of a suggested translation will be adequate rendition of information content, appropriateness of style with regard to text type, and stylistic refinement. These criteria assume that, generally, various translation solutions will be acceptable.

### Course requirements:

1. mid-term test translation
2. end-term test translation
3. a number of texts written as homework.

## Essay Writing

**Monday, 13:45-15:15 (McCulloch)**

**First meeting: 10.04.**

**or**

**Tuesday, 13:45-15:15 (McCulloch)**

**First meeting: 11.04.**

This course develops and improves the free-writing skills imparted in IAS and O&WP, while reinforcing the introduction-development-conclusion pattern practised in O&WP and the importance of planning. We begin with descriptive writing, emphasizing the use of adjectives and adverbs to build a written "picture"; the narrative then takes up these pictures into a time sequence; expository writing attempts to bring the written description of a sequence out of a chronological into a logical order; finally, argumentative writing places one logical order over against another for purposes of comparison and contrast. Vocabulary, methods of linking, punctuation, grammar, paragraphing, essay form and style are all touched on in this course.

Essay-Writing is intended as a follow-up to IAS and O&WP, but can also be directed towards preparation for your final exams.

### Course requirements:

1. homework preparation and active participation in class discussions - including discussing one's own essay
2. several essays submitted for correction and discussion
3. a final test.

## Preparation for Final Exams

**Monday, 11:30-13:00 (McCulloch)**

**First meeting: 10.04.**

**or**

**Thursday, 17:15-18:45 (McCulloch)**

**First meeting: 13.04.**

PFE offers you the chance to hone the skills necessary for *Staatsexamen/Magisterprüfung Sprachpraxis* under exam conditions. Participants usually write a translation the first week, an essay the second, and then we spend one period going over the translation and general problems arising from the essays. The grading is at exam level and an assessment is usually given that lets the students see where they really stand, and more importantly, how well they are improving. There is also at least one personal interview in the course of the semester. For those who are right before their exams, there is more intensive consultation and guidance (also during the semester pause). In addition, there is usually a meeting once a week (Wednesdays noon to one) to work through the 50 pages of phrasal verbs.

The PFE is intended for those students who have finished Essay Writing and Translation II and are within one year of their exams. There is no Schein for this course, but regular attendance is expected. Students should be aware that lack of practice in the period before the exams (because one knows it all, or is already so good!) can lead to the surprising disaster that a great deal has been forgotten! For this reason also, every attempt is made to accommodate individual situations.

*Please make sure you have the course material on hand for the FIRST lesson (available in Copy Shop Dietze)!*

## European Credit Transfer System (ECTS)

Mit dem *European Credit Transfer System* (ECTS) wird für die Studiengänge der Universitäten innerhalb der Europäischen Union ein einheitliches System von Leistungsbewertung geschaffen, das es den Studierenden ermöglicht, ihre an einer Universität erbrachten Studienleistungen problemlos an jeder anderen Universität innerhalb der EU anerkennen bzw. anrechnen zu lassen. Einen Nutzen hat dieses System für die Studierenden aus Chemnitz, die an einem Austauschprogramm teilnehmen, ebenso wie für unsere Gäste oder für Studienortwechsler innerhalb der Bundesrepublik sowie zwischen den EU-Staaten. ECTS läuft parallel zu den an den Universitäten bereits vorhandenen Systemen.

Das ECTS besteht aus zwei Komponenten:

- Im *Credit System* werden die Studienleistungen pro Studienjahr bemessen, d.h. der Arbeitsaufwand, den die verschiedenen Lehrveranstaltungen (LV) bei einem regelmäßigen Studienverlauf von den Studierenden verlangen.
- Die *Grading Scale* dient dazu, einen gemeinsamen europäischen Standard für die Benotung der individuellen Leistung der Studierenden zu schaffen.

### Credit System

Die Bewertung der Studienleistungen durch *credit points* kann in jedem Studienfach anders ausfallen. Für die Anglistik/Amerikanistik gilt:

Proseminar mit Schein	6 Credits
Hauptseminar mit Schein	7 Credits
Vorlesung oder Übung/Proseminar ohne Schein	1,5 Credits
Sprachpraktische LV mit Schein	3,5 Credits

Die *Notenskala (grading scale)* wird in allen Fächern einheitlich sein:

bestanden:

Note 1,0 - 1,5	A (excellent)
Note 1,6 - 2,0	B (very good)
Note 2,1 - 3,0	C (good)
Note 3,1 - 3,5	D (satisfactory)
Note 3,6 - 4,0	E (sufficient)

nicht bestanden:

Note 4,1 - 5,0	FX/F (fail)
----------------	-------------

## Wichtige Hinweise

### Information zur Fächerkombination nach der *neuen* Magisterprüfungsordnung

Anglistik/Amerikanistik kann als 1. Hauptfach mit einem 2. Magisterhauptfach einer *anderen Fakultät* kombiniert werden. Die Magisterarbeit wird im 1. Hauptfach geschrieben.

Das Hauptfach Anglistik/Amerikanistik kann mit einem anderen Hauptfach der *Philosophischen Fakultät* kombiniert werden. Das Fach, in dem die Magisterarbeit geschrieben wird, gilt als 1. Hauptfach.

Das Hauptfach Anglistik/Amerikanistik kann auch mit zwei Nebenfächern der *Phil. Fakultät* kombiniert werden.

Eines der drei Nebenfächer der Anglistik/Amerikanistik (Englische Literatur- und Kulturwissenschaft, Amerikanische Literatur- und Kulturwissenschaft, Englische Sprachwissenschaft) kann mit einem anderen Hauptfach sowie einem weiteren Nebenfach der *Phil. Fakultät* kombiniert werden.

Eine Kombination des Hauptfaches Anglistik/Amerikanistik mit einem der drei Nebenfächer der Anglistik/Amerikanistik ist nicht vorgesehen. Es ist auch nicht möglich, zwei dieser Nebenfächer zu kombinieren.

### Hinweise zu den Hausarbeiten

Ein Ordner mit besonders „gelungenen“ Hausarbeiten steht allen Studierenden der Anglistik/Amerikanistik zur Ansicht zur Verfügung (Sekretariat Englische Literaturwissenschaft/Amerikanistik R. 213).

### Wichtige AnsprechpartnerInnen für Studierende

Allgemeine Fragen zur individuellen Studienplanung, zu Leistungsnachweisen und Prüfungen

Mark Schreiber  
Dr. Joachim Seifert  
Petra Naumann

Fragen zum Auslandsstudium

Dr. Martin Weißer

Fragen zu Praktikumsplätzen

Dr. Sebastian Berg

Alle Informationen zum Studium finden Sie auch im Wegweiser Anglistik/Amerikanistik, den Sie von der homepage ([www.tu-chemnitz.de/phil/english](http://www.tu-chemnitz.de/phil/english)) herunterladen oder in den Sekretariaten erwerben können.



TECHNISCHE UNIVERSITÄT  
CHEMNITZ

Fachgruppe Anglistik/Amerikanistik  
Der Vorsitzende des Prüfungsausschusses  
Prof. Dr. Werner Huber

09107 Chemnitz, Te.: ++0371-531-4282, Sekr.4277, Fax: ++0371-531-4053  
e-mail: werner.huber@phil.tu-chemnitz.de

### Merkblatt Zwischenprüfung

Alle Studierenden sollten sich spätestens im 4. Fachsemester zur Zwischenprüfung anmelden.

Die **Anmeldung zur Zwischenprüfung** erfolgt während des vom Prüfungsamt der Philosophischen Fakultät festgesetzten und durch Aushänge veröffentlichten Zeitraums „Prüfungsanmeldung“ (für gewöhnlich sind das zwei Wochen im letzten Drittel des jeweiligen Semesters).

Die Anmeldung erfolgt:

1. beim Prüfungsamt der Philosophischen Fakultät (Wilhelm-Raabe-Straße 43) **und**
2. bei denjenigen Professoren, bei denen die mündlichen Prüfungen abgelegt werden sollen.

Studierende, die sich erst im 5. oder 6. Semester zur Zwischenprüfung anmelden, müssen an einer Studienberatung teilnehmen (Dr. Seifert oder Herr Schreiber; der Vorsitzende des Prüfungsausschusses selbst führt **keine** Studienberatung durch). Die Studienberatung wird auf einem Formblatt bestätigt, das bei der Anmeldung im Prüfungsamt der Philosophischen Fakultät erhältlich ist.

**Scheinvoraussetzungen und Inhalte** der Zwischenprüfung sind im *Wegweiser* ausführlich dargestellt. Außerdem gibt es in den einzelnen Professuren Merkblätter zu fachspezifischen Modalitäten der Zwischenprüfung.

**Fehlende Zulassung:** Studierende, die sich zwar zur Prüfung gemeldet haben, aber vom Prüfungsamt nicht zugelassen worden sind (beispielsweise wegen noch fehlender Scheine, die nicht nachgereicht werden konnten), müssen denjenigen Professoren, bei denen sie einen Termin für die mündliche Prüfung haben, Mitteilung machen, dass sie nicht zugelassen worden sind (Nachricht per E-mail reicht).

April 2004

gez. Prof. Dr. W. Huber

### Verzeichnis der Lehrenden:

Name	Raum	Telefon	Email*
Baltes, Dr. Sabine			sabine.baltes
Berg, Dr. Sebastian	224	4235	sebastian.berg
Brandt, PD Dr. Stefan			slbrandt@zedat.fu-berlin.de
Haase, Dr. Christoph	218	4253	christoph.haase
Heller, Isabel	217	4281	isabel.heller
Hermes, Dr. Hans-Joachim	622, RH 41	1283	hans-joachim.hermes
Holcomb, Gary, PhD	201, RH 41	4087	holcombg@emporia.edu
Jervis, Prof. Dave, PhD	201, RH 41	4087	jervisdt@yahoo.com
Kastendiek, Prof. Dr. Hans	225	4280	hans.kastendiek
Keitel, Prof. Dr. Evelyne	228	4277	evelyne.keitel
McCulloch, John	209	4255	john.mcculloch
Müller, Manuela	229	4269	manuela.mueller
Naumann, Petra	231	2949	petra.naumann
Nitzsche, Sina	201, RH 41	4087	sini@hrz.tu-chemnitz.de
Nitzsche, Susan	212	4270	susan.nitzsche@t-online.de
Nötzold, Michael	227	4268	michael.noetzold
Phillips, Jeff	209	4255	jeff.phillips
Putschli, Tabea			tabea.putschli
Rempel, Jens	212	4270	jens.rempel
Schmied, Prof. Dr. Josef	222	4226	josef.schmied
Schmidt, Franziska	212	4270	franziska.schmidt@s1999.tu-chemnitz.de
Schreiber, Mark	215	4254	mark.schreiber
Schubert, Prof. Dr. Klaus			schubert@fh.flensburg.de
Seifert, Dr. Joachim	025	2954	joachim.seifert
Süß, Gunter	208, RH 41	4920	gunter.suess@hrz.tu-chemnitz.de
Tober, Antje	229	4269	antje.tober@s1998.tu-chemnitz.de
Uhlig, Katrin			katrin_uhlig@web.de
Voigt, Katrin	217	4281	voigt@hrz.tu-chemnitz.de
Voigts-Virchow, PD Dr. Eckart	214	4277	eckart.voigts-virchow
Weißer, Dr. Martin	221	4283	martin.weisser

\*falls keine abweichende E-Mail-Adresse vermerkt: [vorname.name]@phil.tu-chemnitz.de

### Sekretariate:

Abteilung	Name	Tel.	Fax	Email*
Englische Sprachwissenschaft	Messner, Annegret	4279	4233	annegret.messner
Anglistische Literaturwissenschaft	N.N.	4277	4053	
Amerikanistik	N.N.	4277	4055	
Britische u. Amerikanische Kultur- und Länderstudien	Zenner, Heike	4285	4054	heike.zenner

\*[vorname.name]@phil.tu-chemnitz.de

Postadresse: TU Chemnitz, 09107 Chemnitz  
Besucheradresse: Fachgruppe Anglistik/Amerikanistik, Philosophische Fakultät der TU Chemnitz, Reichenhainer Str. 39, 2. Stock/Erdgeschoß, 09126 Chemnitz  
Telefon/Fax: (0371) 531 + [Telefon-/Faxnummer]  
Email: english@phil.tu-chemnitz.de  
www: <http://www.tu-chemnitz.de/phil/english/>