

## 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 Mittwoch, 10. Oktober, beginnt, während die übrigen Veranstaltungen schon am Montag, 08. Oktober, 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)).

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Wir möchten Sie insbesondere auf das Angebot des **English Club** hinweisen. Beschreibungen finden Sie auf Seite 5 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.

Aktuelle Ankündigungen (Veranstaltungstipps, Gastvorträge, studienrelevante Termine) erhalten sie auch über den E-Mail-Verteiler *English List*  
<https://mailman.tu-chemnitz.de/mailman/listinfo/english>  
 Hier können Sie sich selbständig registrieren.

**Wichtige Termine im Wintersemester 2007/08:**

Montag	17. September	10.00 Uhr	<b>Beginn der elektronischen Kurseinschreibung</b>
Montag bis Freitag	01. Oktober 05. Oktober		<b>BA English Placement Test für StudienanfängerInnen (siehe S. 5)</b>
Montag	08. Oktober	7.30 Uhr	<b>Kursbeginn mit Ausnahme der Erstsemester</b>
Montag	08. Oktober	7.30 Uhr	<b>Kursbeginn Sprachpraxis</b>
Mittwoch	10. Oktober	7.30 Uhr	<b>Kursbeginn für Erstsemester</b>
Dienstag	09. Oktober	18.00 Uhr	<b>Erstsemester-Begrüßung (Club der Kulturen, Thüringer Weg 3)</b>
Dienstag	09. Oktober	19.00 Uhr	<b>Zukunftsplanung für Drittsemester: Schwerpunkt Auslandsstudium (Club der Kulturen, Thüringer Weg 3)</b>
Dienstag	09. Oktober	20.00 Uhr	<b>1. Treffen des English Club (Club der Kulturen, Thüringer Weg 3)</b>
Montag bis Freitag	24. Dezember 04. Januar		<b>Weihnachtspause</b>
Freitag	01. Februar		<b>Ende der Vorlesungen</b>
Freitag	01. Februar		<b>Ende der Frist zum Erbringen der Prüfungsvorleistung (BA-Studium)</b>
Montag bis Freitag	05. Februar 24. Februar		<b>Prüfungsperiode</b>
Freitag	14 März		<b>Ende der Frist zum Erbringen der Prüfungsleistung/Hausarbeit (BA-Studium)</b>

**WICHTIGER HINWEIS:**

**Die Einschreibung für alle Veranstaltungen erfolgt online  
über:**

**[http://ell.phil.tu-chemnitz.de/reg/course\\_ereg.php](http://ell.phil.tu-chemnitz.de/reg/course_ereg.php).**

**Die Anmeldung ist möglich ab 17.09.2007, 10.00 Uhr**

**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 Leistungs-  
nachweisen und Prüfungen

Mark Schreiber  
Dr. Joachim Seifert  
NN 1

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 können.

**Termine für den BA English Placement Test**

Montag	01. Oktober	10.00-12.00 Uhr
Montag	01. Oktober	13.00-15.00 Uhr
Dienstag	02. Oktober	10.00-12.00 Uhr
Dienstag	02. Oktober	13.00-15.00 Uhr
Donnerstag	04. Oktober	13.00-15.00 Uhr
Freitag	05. Oktober	13.00-15.00 Uhr

Weinholdbau, Reichenhainer Str. 70, B301

**Registration:** Please find lists at Reichenhainer Straße 39,  
next to office 231 where you can sign in for one of the dates

**NB:** New students have to do the Placement Test first, then they can register for  
either *Integrated Language Course* OR *Foundation Course*

**!!! New Student Journal !!!**

The English Department is planning to start a new **Student Journal** in October. Please collect ideas and even texts that you might be able to contribute and send them to [christoph.haase@phil.tu-chemnitz.de](mailto:christoph.haase@phil.tu-chemnitz.de) Details will be given at the introductory meeting in Club der Kulturen on Tuesday, Oct. 9<sup>th</sup>, 7 pm.

**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>BMEDT</b>	=	<b>BA Medientechnik</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. on. 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 e-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)

## **Veranstaltungen für das Bachelorstudium Anglistik/Amerikanistik, 1. Semester**

### **Basismodul 1.1: Sprachpraxis I**

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#### **NN 1**

#### **Foundation Course**

**Friday, 09:15-13:00**

If your performance in the Placement Test does not reach the level required for admission to the Integrated Language Course, you will be required to take the Foundation Course.

This course revises and extends your abilities in essential grammar and vocabulary areas, and gives you the opportunity to practise oral and written skills. The intensive nature of the course means that you will be expected to read and prepare considerable amounts of homework!

#### **Integrated Language Course**

#### **NN 1**

**Monday, 15:30-18:45 (Group A)**

**Jeff Phillips, BA**

**Tuesday, 13:45-17:00 (Group B)**

#### **NN 1**

**Tuesday, 13:45-17:00 (Group C)**

**Jeff Phillips, BA**

**Wednesday, 13:45-17:00 (Group D)**

#### **NN 1**

**Thursday, 09:15-13:00 (Group E)**

**Content:** This course focuses primarily on the productive speaking skills and (partially) on the writing skills required for a broad spectrum of professional fields, on the relevant text and speech functions, and on lexical areas linked to specific subject-related topics. The skills include summary and report, role play, presentation, informal discussion and more formal debate.

Topics are selected with regard to aspects of the target culture(s); students' background and interests; and general aspects of global interest, e.g., tourism and environment, nationalities and cultural patterns, the entertainment industry, business.

The course also looks at the question of appropriate reaction (strong, neutral, tentative) and register (formal/informal, spoken/written).

Various types of more formal texts, such as business letters, memos, letters of application, letters to the editor, as well as informal letters, will also be touched on in context.

**Approach:** This course runs over four hours a week, comprising two blocks of 90 minutes each. The topics will be dealt with on a rather general, not a theoretical level. Related texts and various exercises are designed to lay the foundation for in-depth discussions in class, as well as group discussions, project work, simulations and role plays, completed by follow-up written assignments.

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

**Teaching goals:** By the end of this course, students

- can express themselves clearly, develop a chain of arguments and explain a viewpoint on a topical issue;
- are able to give a prepared, straightforward presentation on a familiar topic;
- can write a description of an event, a trip – real or imagined – ;
- can write formal letters;
- have a good range of vocabulary for most general topics;
- show a relatively high degree of grammatical control.

### **Basismodul 1.4: Studien- und berufsrelevante Fertigkeiten I**

**Dr. Joachim Seifert**

**Exercise: Presentation Techniques**

**(7400801/802)**

**Monday, 09:15-10:45 (Group A)**

**First meeting: 15.10.**

**Tuesday, 07:30-9:00 (Group B)**

**First meeting: 16.10.**

**Content:** In "Presentation Techniques" the students become familiar with effective forms of oral and written presentation involving media and produce their own presentation materials.

**Objectives:** Students will learn how to construct and present a talk or lecture, how to organize a talk, how to deal with quotes, how to keep the attention of the audience and how to initiate and lead an academic discussion. They will learn about media-supported lectures and discussions that use Power-Point, projection, transparencies and handouts.

**Requirements for credits:** End of the term Test (summary and comment)

**Literature:**

Purser, Emily (2005). *Academic Writing*. Berlin: Cornelsen.

Ogbue, Udoka (2005). *Englischstudium und Internet*. Berlin: Cornelsen

**Dr. Martin Weißer**

**Exercise: Presentation Techniques (Group C)**

**BEUST (7400107)**

**Monday, 11:30-13:00**

**First meeting: 15.10.**

**Content:** In this course, you will learn how to structure, design and conduct presentations in different formats efficiently. In order to achieve this aim, we will take a look at how logic, argumentation and structure fit together to produce an academic text, and we will investigate various options for creating effective and easy-to-understand materials.

An accompanying web page will be available at <http://ell.phil.tu-chemnitz.de/presentation>.

**Objectives:** By the end of the course, you will be aware of the different means you can employ in order to structure and convey your ideas appropriately to create an effective presentation.

**Requirements for Credits:** Written (electronic) presentation.

**Prerequisites:** Ability to follow the course in English. Active participation.

## Kernmodul 2.1: Englische Sprach- und Kulturwissenschaft

Prof. Dr. Josef Schmied

**VL: Introduction to English Language & Linguistics**

**MMEKO, BEUST, BMEDT**

**Wednesday, 07:30-9:00**

**(7400101)**

**First meeting: 10.10.**

**Content:** This course offers a broad outline of the basic concepts and methods in English linguistics. You learn how to adopt a more academic approach to language, and how to put the results into practical use, e.g., in language learning or automatic language analysis.

**Objectives:** You learn to discuss the basic concepts and issues in the various linguistic sub-disciplines of phonology (the study of pronunciation), morphology (word structure and formation), grammar (sentence structure), and semantics and pragmatics (meaning in the widest sense). You learn to look closely at language structures and entire texts and to understand how language features help to constitute textuality in textlinguistics.

Thus, you also learn to deal systematically with problems on an abstract level and to develop strategies to solve them.

**Requirements for credit:** regular attendance, active participation in lectures and tutorials, written exam.

**Type of module exam:** written test, in 2 parts à 60 min. This course is based on the first chapter of the introductory book *Einführung in die Anglistik*.

This course will be accompanied by an obligatory for BA Anglistik/Amerikanistik students tutorial (either by Tina Marusch Tuesday 17.15-18.45 or by Christian Döhler Monday 17.15-18.45) and its own [www page](#).

**Required reading:** Korte, Barbara/Peter Müller/Josef Schmied (2004). *Einführung in die Anglistik*. 2.Aufl. Stuttgart: Metzler (Kap 1!).

N.B.: Students who still need a seminar in this module or are particularly interested can attend the seminars by Haase, Weisser or Ahlemeyer (see *Magister* programme).

## Kernmodul 2.3: Anglistische Kultur- und Literaturwissenschaft I

### NN 2

#### **VL: Survey of English Literature II: Romanticism to Contemporary English Literatures**

Thursday, 13:45-15:15

**BEUST (7400201)**

**First meeting: 11.10.**

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* (7th ed., vol. 2) or *Die englische Literatur in Text und Darstellung* (Reclam). A detailed course schedule will be available at the beginning of term. Participation in part I of this course is NOT a prerequisite for enrolment.

### Mark Schreiber, MA

#### **VL: Introduction to the Study of Literature. Theories and Methods (7400205)**

Thursday, 15:30-17:00

**First meeting: 11.10.**

**Content/Purpose:** This lecture course will provide an overview of the methods, theories and areas of enquiry in the study of literature as part of the larger discourses of media- and cultural studies. The 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:

- a discussion of literary genres and their specifics (fiction, poetry, drama, non-fiction)
- an introduction to the basic tools for the study of literature (bibliography, stylistics, rhetorical figures, imagery, metrics, poetics)
- a survey of important critical approaches and methods

The lectures will be accompanied by a weekly tutorial (details will be announced at the beginning of the course).

**Prerequisites for Participation:** As this lecture will be conducted in English, students should have a sufficient knowledge of the language. Furthermore, students should show an interest in gaining knowledge about the methods and theories of the study of literature, culture and the media.

**Prerequisites for Credits:** As partial requirement for the successful completion of Module 2.3. (Anglistische Literatur- und Kulturwissenschaft I), students will sit a 90-minute written exam at the end of the course.

**Type of Modul-Exam:** n.a.

**Required Reading:** Klarer, Mario (2004). *An Introduction to Literary Studies*. London: Routledge.

## Kernmodul 2.5: Amerikanistik I

NN 3

**VL: Amerikanische Literatur- und Kulturgeschichte: From the Early Republic to Jacksonian Democracy** (7400306)  
**Wednesday, 11:30-13:00** **First meeting: 10.10.**

**Content:** This lecture course will cover the cultural, social, historical, and political developments in the United States from the Early Republic to Jacksonian Democracy.

**Objectives:** The important structures of American cultural and intellectual history will be taught in class. Added to that, students will acquire some basic knowledge of canonical American literary texts through independent reading. Their reading will be discussed in tutorials. A list of the reading materials will be handed out at the beginning of the course. A reader will be available.

**Prerequisites:** The students must be able to read and intelligently discuss the assigned literary texts.

**Requirements for credits:** regular attendance, active participation.

**Form of the exam (Modulprüfung, BA only):** We are currently re-designing the module catalogue and the requirements for the BA programme. Detailed information will be supplied in the first session.

**Registration:** Please register at the department's website and attend the first meeting of the lecture course.

## Kernmodul 2.7: Britische Kultur- und Länderstudien

Prof. Dr. Hans Kastendiek

**VL: Einführung in die Großbritannienstudien** BEUST, BEUGE, MIKK (7400401)  
**Monday, 13:45-15:15** **First meeting: 15.10.**

**Inhalt:** Die Vorlesung gibt einen Überblick über die Hauptphasen der gesellschaftspolitischen Entwicklung Großbritanniens seit 1945: Postwar Settlement; wirtschaftliches Krisenmanagement, gesellschaftliche Konfliktualität und politische Polarisierung; die "lange Wende" des Thatcherismus und New Labour.

**Qualifikationsziele:** Kenntnisse über die Grundstrukturen von Wirtschaft und Gesellschaft, Politik und Kultur Großbritanniens, sowie über den Wandel des gesellschaftspolitischen Grundarrangements seit 1945; Verständnis der für das Land spezifischen Verbindung von Tradition und Umbruch; Erklärungskompetenz für die Entwicklungsformen und Ausprägungen der britischen Kultur und ihrer gesellschaftlichen Grundlagen.

**Voraussetzungen für die Teilnahme:** Der *regelmäßige* Besuch der Vorlesung wird vorausgesetzt, weil sie die Basisbegriffe und Grundkenntnisse für den erfolgreichen Abschluss des BA-Moduls im 3. Studiensemester (Seminar "Britische Gesellschaft und Kultur") bzw. eines Proseminars in anderen Studienfächern und -gängen vermittelt. Für die Nachbereitung der Vorlesungsthemen sind eigenständige Material- und Literaturrecherchen erforderlich.

**Vor- und Prüfungsleistungen im BA-Modul:** Die Leistungen für den Modulabschluss sind im Seminar "Britische Gesellschaft und Kultur" im 3. Studiensemester zu erbringen.

**Teilnahme- und Leistungsscheine für andere Studienfächer und -gänge:**

Die Voraussetzungen für die Scheinvergabe werden zu Beginn der Vorlesung erläutert.

**Begleitlektüre:** Hans Kastendiek/Roland Sturm, Hrsg., *Länderbericht Großbritannien. Geschichte - Politik - Wirtschaft - Gesellschaft - Kultur*. 3. Auflage. Bonn: Bundeszentrale für pol. Bildung (der Band ist sehr preisgünstig bei der Bundeszentrale unter der Bestellnummer 1543 erhältlich: [www.bpb.de](http://www.bpb.de)).

## Veranstaltungen für das Bachelorstudium Anglistik/Amerikanistik, 3. Semester

### Basismodul 1.2: Sprachpraxis II

NN1

**Grammar**

**Monday, 13:45-15:15 (Group A)**

**Tuesday, 11:30-13:00 (Group B)**

**Content:** This course is designed to lay the complete foundation of English grammar both in its theoretical structures and its correct application. The intention is to bring together as a unified whole for the students what may have been diverse or partially covered or long forgotten areas. The course calls for a theoretical approach by the students to verb tenses, modal verbs and their contextual usage, reported speech and time-shift problems, gerunds and infinitives, noun and relative and adverbial clauses, and conditional structures.

Students will be guided by a multiple task approach to dealing with the grammar points in a practical way: working from the framework of a text, looking for grammatical mistakes (interference problems), with specific point-directed exercises both in class and as self-study, and with translation as a means of focusing the grammar points.

**Objectives:** By the end of this course, students

\*maintain a high degree of grammatical accuracy through a good understanding of the complete basic English grammar;

\*have a firm grasp of English sentence structure as well as an awareness of a number of major 'danger' areas;

\*are able to apply the theoretical knowledge in a wide range of applications (writing, translation, etc.);

**Requirements for Credits:** A 90minute in-class final exam (Modulprüfung)

**Prerequisites:** Successful completion of Sprachpraxis I

**Dr. Kathy van Nice**

**Vocabulary Building**

**Tuesday, 17:15-18:45 (Group A)**

**Wednesday, 15:30-17:00 (Group B)**

**Thursday, 11:30-13:00 (Group C)**

**Contents:** This course is designed to expand on the students' vocabulary by concentrating on specific areas of interest and need, for example: science, environment, press & media, government & politics, arts, and crime & punishment. The focus is on the meaning of particular words in selected texts, learning how to define and paraphrase them using words already known, and then using the original words correctly in practical contexts. The students will have the opportunity to consolidate and reinforce this procedure through short written assignments and exercises related to the individual areas.

The texts are predominantly extracted from the quality press (Newsweek, Guardian), which reflects the more formal journalistic language and the popular scientific register.

The course will also focus on development of presentation techniques and skills needed for presentations.

**Objectives:** By the end of this course, students

\*will have a good range of vocabulary for matters of general interest as well as in specific topics;

\*will be able to vary formulation to avoid frequent repetition;

\*will have made progress in using (predominantly monolingual) dictionaries efficiently;

\*will be able to develop their own glossaries;

\*will be able to use the Language of Presentations appropriately

**Requirements for credit:** A 90 minute in-class final test (Prüfungsvorleistung)

**Prerequisites:** Successful completion of Module Sprachpraxis I

**Basismodul 1.5: Studien- und berufsrelevante Fertigkeiten II**

**Dr. Joachim Seifert**

**Exercise: ESP/EAP**

**(7400804/805)**

**Tuesday, 09:15-10:45 (Group A)**

**First meeting: 09.10.**

**Wednesday, 09:15-10:45 (Group B)**

**First meeting: 10.10.**

**Content:** In practical language use, experts usually deal with special texts (English for Special Purposes and/or English for Academic Purposes). That is true for text reception as well as for text production.

**Objectives:** Students will learn about the specialities of academic texts – about their vocabulary, structures, style, etc. Academic writing will be acquired through practice.

**Requirements for credit:** Passing test in IT at the end of the term.

**Examination Module II:** Academic writing (90 minutes)

**Literature:** Purser, Emily (2005). *Academic Writing*. Berlin: Cornelsen

Jordan, R.R. (1989). *Academic Writing Course*. London: Collins.

Wegweiser Anglistik/Amerikanistik. Style-Sheet.

**Dr. Joachim Seifert**

**Exercise: IT – Information Technology (Group A)**  
**Monday, 11:30-13:00**

**(7400803)**  
**First meeting: 08.10.**

**Content:** Die in deutscher Sprache stattfindende Übung soll in die Arbeit mit den vielfältigen elektronischen Ressourcen, auch unserer UB, einführen. Im Mittelpunkt wird die Literaturrecherche mit Fachdatenbanken stehen (das Abfragen einer Datenbank, Trunkieren, Phrasensuche, Vor- und Nachteile bestimmter Suchmasken). Die Arbeit soll weitestgehend an einem sehr praktisch angelegten Projekt erfolgen, das die Bereiche Literatur, Sprachwissenschaft und Kultur- und Länderstudien mit einbezieht. Requirements for credits: Bestehen der Klausur gegen Ende des Semesters ACHTUNG!!! Wer im 2. Semester an der fast identischen Veranstaltung bei Frau Knop teilgenommen und die Klausur bestanden hat, lässt sich das bei mir nochmals bestätigen.

**Dr. Martin Weißer**

**Exercise: IT – Information Technology (Group B)**  
**Monday, 15:30-17:00**

**(7400105)**  
**First meeting: 08.10.**

**Contents:** On this course, you will learn to use information technology to analyse linguistic data, both in spoken and written form. In order to achieve this, we'll explore ways of obtaining the relevant data, as well as taking a look at some computer programs that will help us to conduct our analyses.

An accompanying web page will be available at <http://ell.phil.tu-chemnitz.de/analysis>. Two extra meetings, which will be devoted to library resource training and form an integrated part of the course, will be presented by our subject librarian Frau Knop.

**Objectives:** By the end of the course, you will be aware of the different issues involved in collecting and analysing linguistic data, and will be able to apply your knowledge in your own research projects.

**Requirements for Credits:** 3 short pieces of homework. Active participation.

**Prerequisites:** Ability to follow the course in English. Active participation.

## **Kernmodul 2.2: Angewandte Englische Sprachwissenschaft**

**Prof. Dr. Josef Schmied**

**VL: Applied Linguistics**  
**Thursday, 07:30-9:00**

**BEUST (7400102)**  
**First meeting: 18.10.**

**Content:** This lecture covers all major areas of applied linguistics, esp. sociolinguistics, stylistics, psycholinguistics/second-language learning, CALL, language testing, translation studies, discourse analysis, corpus linguistics, contrastive analysis, lexicography and language, thought and culture/intercultural communication.

**Objectives:** In this lecture, you will be given a very broad survey of the field and learn about exemplary approaches that also have a job-oriented perspective:

- you learn to look “behind” the cultural and formal variables governing language comprehension or language learning in context,
- you are introduced to the “professionalisation” of “language services”, i.e. teaching, text production/editing and translation,
- you see English in contrastive perspective, to your mother-tongue as well as to intercultural usage/lingua franca situations, and
- you become aware of the possibilities and limitation of computer applications in linguistics.

The approach will be based on the critical evaluation of sections in Wikipedia and in the *Handbook of Applied Linguistics* edited by Alan Davies/Catherine Elder for Blackwell in 2004.

This course will be accompanied by its own [www page](#).

## **Kernmodul 2.4: Anglistische Literatur- und Kulturwissenschaft II**

**NN 2**

**VL: Survey of English Literature II: Romanticism to Contemporary English Literatures**  
**BEUST (7400201)**  
**Thursday, 13:45-15:15** **First meeting: 11.10.**

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* (7th ed., vol. 2) or *Die englische Literatur in Text und Darstellung* (Reclam). A detailed course schedule will be available at the beginning of term. Participation in part I of this course is NOT a prerequisite for enrolment.

## **Kernmodul 2.6: Amerikanistik II**

**Prof. Dr. Evelyne Keitel**

**VL: Amerikanische Literatur- und Kulturgeschichte: From the Early Republic to Jacksonian Democracy**  
**Studium generale (7400301)**  
**Monday, 17:15-18:45** **First meeting: 15.10.**

**Content:** This lecture course will cover the cultural, social, historical, and political developments in the United States from the Early Republic to Jacksonian Democracy.

**Objectives:** The important structures of American cultural and intellectual history will be taught in class. Added to that, students will acquire some basic knowledge of ca-

nonical American literary texts through independent reading. Their reading will be discussed in tutorials. A list of the reading materials will be handed out at the beginning of the course. A reader will be available.

**Prerequisites:** The students must be able to read and intelligently discuss the assigned literary texts.

**Requirements for credits:** Regular attendance, active participation.

**Form of the exam:** No exam, the Modulprüfung is part of the seminar taught in SS 2008.

**Registration:** Please register at the department's website and attend the first meeting of the lecture course.

## Kernmodul 2.7: Britische Kultur- und Länderstudien

**Dr. Sebastian Berg**

**Seminar: British Society and Culture**

**Thursday, 09:15-10:45 (Group A)**

**Friday, 09:15-10:45 (Group B)**

**BEUST, BEUGE (7400102/103)**

**First meeting: 11.10.**

**First meeting: 12.10.**

**Content:** Britain had to deal with tremendous challenges since 1945, which some observers would describe like this: the country appeared to be a spent force – the empire was going, the economy weak, people were looking backward to better days while demanding higher wages. Politicians seemed to be helpless. Then Margaret Thatcher curbed trade union power, set the people free, and created an enterprise culture. Tony Blair followed in her footsteps though he behaved more friendly and tried to help all people not just the better-off. As a result, Britain has become a shining example for how a society can do well in the 21st century. An alternative account would state that Britain was never serious enough in creating its welfare state, politics always sided more with business interests than with the workers. Thatcher eliminated jobs and old solidarities, and people under Blair (or recently Brown) have lost orientation, have to fight illegitimate wars, pay for university education, and still work the longest hours in Europe.

This course aims at analysing the major social, cultural and political changes, concentrating on the time since 1945. It looks into the ways in which people tried to make sense of these changes (for example, in accounts like the ones above). It deals with the problem that there is more than one "story" of British society and culture and tries out methodological tools for comparing them and for assessing their adequacy.

**Objectives:** Students gain deeper knowledge of key developments within British society and culture(s) and how both have influenced each other; they become familiar with different perspectives, theories, and methods of social and cultural studies, and the interconnections between them; they prepare and present their own (small) research project.

**Prerequisites:** Vorlesung Einführung in die Großbritannienstudien

**Requirements for Credits/Type of Module Exam:** Regular participation, oral presentation (Prüfungsvorleistung) and written term paper

**Recommended Reading:**

Morley, David and Kevin Robins, eds. (2001). *British Cultural Studies. Geography, Nationality, and Identity*. Oxford: Oxford University Press.

Oakland, John (2006). *British Civilization. An Introduction*. Sixth edition, London: Routledge.

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

## Veranstaltungen für das Magisterstudium Anglistik/Amerikanistik

### Englische Sprachwissenschaft

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Prof. Dr. Josef Schmied

**VL: Introduction to English Language & Linguistics**

**MMEKO, BEUST, BMEDT**

**Wednesday, 07:30-9:00**

**(7400101)**

**First meeting: 10.10.**

**Content:** This course offers a broad outline of the basic concepts and methods in English linguistics. You learn how to adopt a more academic approach to language, and how to put the results into practical use, e.g., in language learning or automatic language analysis.

**Objectives:** You learn to discuss the basic concepts and issues in the various linguistic sub-disciplines of phonology (the study of pronunciation), morphology (word structure and formation), grammar (sentence structure), and semantics and pragmatics (meaning in the widest sense). You learn to look closely at language structures and entire texts and to understand how language features help to constitute textuality in textlinguistics.

Thus, you also learn to deal systematically with problems on an abstract level and to develop strategies to solve them.

**Requirements for credit:** regular attendance, active participation in lectures and tutorials, written exam.

**Type of module exam:** written test, in 2 parts à 60 min. This course is based on the first chapter of the introductory book *Einführung in die Anglistik*.

This course will be accompanied by an obligatory for BA Anglistik/Amerikanistik students tutorial (either by Tina Marusch Tuesday 17.15-18.45 or by Christian Döhler Monday 17.15-18.45) and its own [www page](#).

**Required reading:** Korte, Barbara/Peter Müller/Josef Schmied (2004). *Einführung in die Anglistik*. 2.Aufl. Stuttgart: Metzler (Kap 1!).

**Prof. Dr. Josef Schmied**

**VL: Applied Linguistics**  
**Thursday, 07:30-9:00**

**BEUST (7400102)**  
**First meeting: 18.10.**

**Content:** This lecture covers all major areas of applied linguistics, esp. sociolinguistics, stylistics, psycholinguistics/second-language learning, CALL, language testing, translation studies, discourse analysis, corpus linguistics, contrastive analysis, lexicography and language, thought and culture/intercultural communication.

**Objectives:** In this lecture, you gain a very broad survey of the field and learn about exemplary approaches that also have a job-oriented perspective:

- you learn to look “behind” the cultural and formal variables governing language comprehension or language learning in context,
- you are introduced to the “professionalisation” of “language services”, i.e. teaching, text production/editing and translation,
- you see English in contrastive perspective, to your mother-tongue as well as to intercultural usage/lingua franca situations, and
- you become aware of the possibilities and limitation of computer applications in linguistics.

The approach will be based on the critical evaluation of sections in Wikipedia and in the *Handbook of Applied Linguistics* edited by Alan Davies/Catherine Elder for Blackwell in 2004.

This course will be accompanied by its own [www page](#).

**Dr. Christoph Haase**

**PS: Introduction to Lexical Semantics**  
**Tuesday, 15:30-17:00**

**(7400109)**  
**First meeting: 09.10.**

**Content:** Lexical semantics is the application of theories of meaning to words; in short, it is about word meanings and their association with other word meanings. Even the most superficial look at word meaning will reveal the different mappings between the lexical items and the objects or concepts in reality denoted by them. This leads to the linguistically relevant question whether meanings can be defined using words as these words will have meanings themselves. However, where classical lexical semantics maintains that concepts are clearly defined by necessary and sufficient attributes, modern lexical semantics deviates from this on the grounds of cognitive modeling.

**Objectives:** The seminar will focus on a systematic look at attempts to define word meanings from different theoretical perspectives. We will learn to identify, analyze and classify meanings according to various approaches: formally (via instruments of logic) and functionally (via conceptual units like semantic prototypes). Finally, we will have an introduction to the recent advances in Lexical Functional Grammar by Joan Bresnan.

**Requirements for credits:** Presentation in class and short written assignments on a 2-weekly basis.

**Prerequisites:** Introduction to English linguistics, passed with good results

**Select bibliography:**

Cruse, D. A. (2004). *Meaning in Language. An Introduction to Semantics and Pragmatics*. Oxford: Oxford University Press.

- Cruse, D. A. (1995 [1986]). *Lexical Semantics*. Cambridge: Cambridge University Press.
- Dalrymple, M. (1999). *Semantics and Syntax in Lexical Functional Grammar*. Cambridge, MA: MIT Press.
- Jackendoff, R. (2002). *Foundations of Language*. Oxford: Oxford University Press.
- Levin, B. & Pinker, S. (Eds.) (1992). *Lexical and Conceptual Semantics*. Cambridge, MA: Blackwell.
- Levin, B., & M. Rappaport Hovav (1995). *Unaccusativity: At the Syntax-Lexical Semantics Interface*. Cambridge, MA: MIT Press.
- Saeed, J. (2003). *Semantics. 2nd Edition*. Cambridge, MA: Blackwell.

### **Dr. Martin Weißer**

**PS: Phonetics and Phonology**  
**Tuesday, 13:45-15:15**

**(7400106)**

This seminar will provide an introduction to the different aspects of the phonetics and phonology of English. Apart from investigating traditional aspects, such as speech production and perception, we'll also explore differences between reference accents, such as RP and GenAm, and some of the other native and non-native varieties of English. Practical exercises in transcription, etc., will accompany all stages of the course and also form the basis for assessment.

An accompanying web page is available at <http://ell.phil.tu-chemnitz.de/phon>.

### **Birgit Ahlemeyer, MA**

**PS: Schüler- und Lehrersoftware praxisnah**  
**Blockseminar: Beginn: 12.10.07; Friday/Saturday, all day**

Software ist mittlerweile ein fester Bestandteil des Sprache-Lernens und Sprache-Lehrens geworden. Das Angebot ist für Schüler und Lehrer breit gefächert.

In diesem Seminar wollen wir uns zunächst mit dem Einsatz von Schüler- und Lehrer-Software beschäftigen und die wesentlichen Punkte für ihren Einsatz kennenlernen. An verschiedenen Einzelbeispielen der großen Schulbuchverlage Klett, Cornelsen und Diesterweg werden wir dann lehrbuchbegleitende Schüler- und Lehrersoftware kennenlernen. Den Abschluss des Seminars bildet dann ein kurzer Überblick dazu, wie solche Software entsteht und welchen Marktkriterien sie unterworfen ist. Unterrichtssprache ist Deutsch.

**Voraussetzung:** Englisch und/oder Französischkenntnisse.

**Voraussetzung für einen (Proseminar)Schein:** regelmäßige, aktive Teilnahme am Seminar, Referat (ca. 30 Minuten) mit schriftlicher Ausarbeitung. Themen dafür werden vor Beginn des Seminars bekanntgegeben und mit den Teilnehmern abgesprochen.

**Prof. Dr. Josef Schmied**

**HS: Translation Theory & Practice** (7400103)  
**Blockseminar 30.11/01.12. , 04./05.01.08; Friday/Saturday, all day**  
**Preparatory meeting: 12.10.07 9.15-10.45 Uhr Rh39/538 (?)**

**Content:** After a brief survey, we will demonstrate using computer-based resources and a translation memory system. In the second part in January, you will present your own practical work, for instance your own versions of relevant texts comparing them with model translations in “parallel texts” and discussing alternative “translations” and your choices (e.g. our university, library or Chemnitz City, etc.).

**Objectives:** In this seminar, you will deal with translation from a practical and a theoretical perspective. You learn

- to use computer-aids to verify/falsify translation options,
- to test a translation memory system,
- to pay attention to basic variables in translation like text-type and register, ideology and technology.

**Preparatory Reading:** Hatim, Basil/Jeremy Munday (2004). *Translation. An advanced resource book*. London and New York: Routledge, 1-120.

**Prof. Dr. Josef Schmied**

**HS: Language & Culture** BEUST (7400104)  
**Thursday, 09:15-10:45** **First meeting: 19.10.**

**Content:** In the first part of the seminar, we will discuss in detail the first chapters from Wierzbicka, Anna. *English Meaning and Culture*. Oxford: OUP. 2006, made available on the seminar [www pages](#). You are required to read them before the term starts, since there will be a TEST in the second week of term! The second part will be student papers. Here are a few suggestions:

- Colour systems in English and German
- Colour metaphors in English(es)
- A comparison of “I think” vs. “I know” in German and British PhD theses
- “Reasonable” vs. “vernünftig” – a cultural semantic comparison
- “Fair” in English, German and beyond.
- A survey of “English Language and Culture” courses at Australian Universities.
- A review of the *Longman Dictionary of English Language and Culture* from a German student perspective.

**Objectives:** In this seminar you will learn

- to analyse texts (written and spoken) from different cultural backgrounds,
- to interpret linguistic phenomena in their relationship to cultural parameters and
- to become aware of culture-specific forms of language (varieties)

**Dr. Christoph Haase**

**HS: The Syntax of Cause and Effect**  
**Tuesday, 13:45-15:15**

**(7400108)**  
**First meeting: 09.10.**

**Content:** Any theory of causation must account for the fact that causation is grammaticalized differently in different languages although the core of causative meaning - the cause-effect relationship - is a cognitive and experiential universal. This course does not attempt to find universals of causation but to outline trends within the data that indicate specific linguistic preferences on the clausal and phrasal level. In the second part we will look at the different strategies employed by second language learners of English towards the lexicalization of causation in English lexical causatives. We employ different learner interpretation of ambiguous causative sentences in English where the ambiguity emerges in the assignment of the subject argument.

**Objectives:** Setting out from a perspective on causation as a multi-facetted phenomenon with far-reaching implications in the cognitive, lexical-semantic and syntactic field we will investigate causative structures with a focus on pivotal aspects of cognition and the way they are grammaticalized in language. Sketching causation therefore against the background of studies in cognition we can achieve valuable explanations that hold across a variety of phenomena.

**Requirements for credits:** Presentation in class and short written assignments on a 2-weekly basis.

**Select bibliography:**

- Brinton, L. J. (2000). *The Structure of Modern English*. Amsterdam: John Benjamins.  
 Comrie, B. (1989). *Language Universals and Linguistic Typology*. (2nd edition.). Chicago: The University of Chicago Press.  
 Croft, W. (2001). *Radical Construction Grammar. Syntactic Theory in Typological Perspective*. Oxford: Oxford University Press.  
 Langacker, R. W. (2002). *Concept, Image, and Symbol. The Cognitive Basis of Grammar*. (2nd edition.). Berlin, New York: Mouton de Gruyter.  
 Song, J. J. (1996). *Causatives and Causation*. London: Longman.  
 Song, J. J. (2003). *Linguistic Typology. Morphology and Syntax*. London: Longman.

**Dr. Daniel Nkemleke**

**HS: Syntax in Functional Grammar**  
**Monday, 13:45-15:15**

**(7400110)**  
**First meeting: 08.10.**

This course offers an introduction to the study of language as a system of communication, focusing on the word classes, phrases, clauses and sentences. You will learn about the ways in which English grammar builds on these language elements to construct meaning in texts. Using data from a variety of sources including corpora and students' essays, you will discover how different writers use these language resources.

**Recommended main texts:**

- Halliday M.A.K (1985) *An Introduction to Functional Grammar*. London: Edward Arnold.  
 Martin, J.R, Matthiessen, Christian and Painter Clair (1997) *Working with Functional Grammar*. London/New York/Sydney/Auckland: Edward Arnold.

Morley, David G. (2000) *Syntax in Functional Grammar: An introduction to lexico-grammar in systemic linguistics*. London and New York: Continuum.

**Secondary text:** Quirk, Randolph; Sidney, Greenbaum; Geoffrey Leech and Jan Svartvik (1985) *A Comprehensive Grammar of the English Language*. London: Longman

## Englische Literaturwissenschaft

### NN 2

**VL: Survey of English Literature II: Romanticism to Contemporary English Literature**

**Thursday, 13:45-15:15**

**BEUST (7400201)**

**First meeting: 11.10.**

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* (7th 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.

### Dr. Hans-Joachim Hermes

**PS: William Shakespeare: Hamlet**

**Wednesday, 09:15-10:45**

**BEUST (7400209)**

**First meeting: 10.10.**

**Objectives:** In this Proseminar we will study Shakespeare's famous tragedy *Hamlet Prince of Denmark*, which was first performed in the limits of 1599 to 1601. Subjects of interest will be plot overview, analysis of major characters, themes, motifs, and imagery. Among the themes and motifs will be those of revenge, friendship, intrigue and jealousy. Special attention will be paid to Shakespeare's language. Metaphors in *Hamlet* often refer to the natural sciences, many images are related to sickness, and "in their totality they contribute considerably to the tone of the play." (Wolfgang Clemen, *The Development of Shakespeare's Imagery*, 1951, p. 118). The play is a true specimen of late Elizabethan drama. A forthcoming Chemnitz production will premiér in the Figurentheater early in 2008. The students will get a chance to see the performance and talk to the performing cast. Among other topics special term-papers on the Chemnitz production are invited.

**Required reading:** Text of *Hamlet* in any scholarly English edition. Recommended: Shakespeare, William: *Hamlet, English edition*. Penguin Popular Classics, Repr. 2001. 190 p., ISBN 978-0-14-062058-0, 3.20 EUR

Supplier: Universitas.

**Requirements for credit:** Regular attendance, 1 oral presentation, term paper (deadline: 1 April 2008; size: 10-15 pp.; language: English; format according to style sheet):

<http://www.tu-chemnitz.de/phil/english/departement/documents/stylesheet.pdf>

**Prerequisites:** Einführungskurs "Introduction to the Study of Literature".

**Queries?** Mail [hermes@phil.tu-chemnitz.de](mailto:hermes@phil.tu-chemnitz.de)

## NN 4

### PS: The Sound of Authenticity: Film Music and its Impact on the Pictures

(7400208)

Thursday, 11:30-13:00

First meeting: 11.10.

Well, cinema music is the cinema.  
That's part of making the picture,  
not something that's put in later.  
(Bernard Herrmann)

Since Richard Wagner's proposal of the *Gesamtkunstwerk* music and the visual/performative arts (theatre, opera, cinema) have become some sort of the new sister arts. In the course of the 20th century it became apparent that it is especially music and film which are inseparable and that the failure of the first might lead to a failure of the second. Music carries meaning and, even more importantly, it carries emotion. Try to imagine *Casablanca* (1942) without "As Time Goes By" or *Romeo + Juliet* (1996) without the soaring "Balcony Scene" music. Apart from the emotional aspects a soundtrack adds to the film, it, furthermore, allows for generic interpretations and provides the films with aspects of "local" and "temporal colour" thus adding sonic authenticity to the pictures.

In this Proseminar we will have a closer look at a whole range of films from various genres in order to gain deeper insights into how the soundtrack and the pictures interact. Furthermore, we will search for aspects of authenticity in the soundtrack which will help us to classify the appropriateness of the soundtrack with regard to the world depicted. The Proseminar aims at giving the broadest impression possible of how film music works. Thus, the canon of films might include such diverse British and American productions as *The Merchant of Venice* (2004), *Titus* (2000), *Michael Collins* (1996), *Waking Ned* (1998), *Collateral* (2004), *Gangs of New York* (2002) and *Wallace and Gromit: The Curse of the Were-Rabbit* (2005) among others.

**Prerequisites:** Successful completion of the lecture "Introduction to the Study of Literature". Magister students please present the Schein in the first session of the course.

**Credit Requirements:** Regular attendance and active participation in the discussion, oral presentation, term paper (10-15 pp.).

**Required Reading:** A reader with relevant material will be made available in the first session.

**N.B.:** This seminar is open for both students of English Literature and of American Studies!

**Sina Nitzsche, MA**

**PS: Hot off the Presses!: British Fiction of the 21st Century BEUST (7400207)**  
**Tuesday, 11:30-13:00 First meeting: 09.10.**

In this seminar we will examine British fiction by reading three to four recent and commercially quite successful books by a group of young British authors. Each of them displays different struggles Britain faces after the loss of the Empire, the rise of global terrorism, and the changing living conditions of post-industrial Britain. Ian McEwan's *Saturday* (2005) investigates the consequences for Britain in a changed world order after 9/11, *On Beauty* (2005) by Zadie Smith explores adolescence, identity and aesthetics in a multicultural society. *A Long Way Down* (written by Nick Hornby, 2005) examines alienation, crisis, and survival in the urban condition whereas Irvine Welsh focuses in his novel *Porno* (2003) on the margins of British mainstream society, notably Scottish working-class culture.

The seminar seeks to analyze how Britain and Britishness is represented in recent fiction. Issues of class, sexual orientation, gender, ethnicity, and age will be examined through the lens of recent stylistic innovations in writing like unusual narrative perspectives, generic cross-overs, or curious intertextual references. Moreover, students will be encouraged to interpret fiction in wider literary, cultural and societal contexts and to consider significant historical factors contributing to discourses about concepts such as "culture" and "nation" at the brink of the 21st century. Additionally, students will integrate the relevance of international ideological, cultural and political movements in their readings.

**Primary Literature:**

Hornby, Nick. *A Long Way Down*. London: Penguin, 2006. (272 pgs.)

McEwan, Ian. *Saturday*. London: Vintage, 2006. (288 pgs.)

Smith, Zadie. *On Beauty*. London: Penguin, 2006. (444 pgs.)

Welsh, Irvine. *Porno*. Import: 2003. (496 pgs.)

These texts will be available for purchase at the university bookshop *Universitas*.

**Credit requirements:** Oral participation, moderation of an expert session, one academic review about each book (1-2 pages), and one research paper (10-12 pages). In order to participate, students must read *On Beauty* and *Porno* by the end of the semester break.

**Prerequisites:** The number of participants in this course is limited to 30. 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.

**Mark Schreiber, MA**

**PS: British, Irish, and American Gay and Lesbian Writing in the 20th Century**  
**BEUST (7400206)**  
**Wednesday, 15:30-17:00 First meeting: 10.10.**

This course will provide an introduction to and a survey of authors and texts from the UK, the United States, and Ireland which have contributed greatly to the field of gay and lesbian literature during the last century.

We will start our survey by looking at one of the most (in)famous cases of an author's public downfall due to his own sexual preference, the Irish writer Oscar Wilde in the

late 19th century. From there we will go on to explore a number of British, Irish, and American texts in more detail.

The seminar has several aims: first, to introduce students to a range of key texts which have sought to represent the experiences of gay men and/or lesbians; second, to encourage examination of how the diversity of these representations relates to their historical and cultural context; third, to evaluate the relationship between fictional writing and the emergence of the terms “gay” and “lesbian” as social categories or “identities”.

**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. Students should read *The Well of Loneliness* during the semester break and familiarise themselves with the other texts in the order that they will be discussed (see below).

**Requirements:** regular and active participation, oral presentation, term paper (10-15 pp., in English, deadline 1 April 2008)

**Primary Reading:**

Hall, Radclyffe (1928). *The Well of Loneliness*.

Baldwin, James (1956). *Giovanni's Room*.

Isherwood, Christopher (1961). *A Single Man*.

Winterson, Jeanette (1985). *Oranges are not the Only Fruit*.

Toibin, Colm (2001). *The Blackwater Lightship*.

Donoghue, Emma (2001). *Stir-Fry*.

**Suggested Secondary Reading:** A bibliography with relevant secondary texts will be made available in the first session of the course.

**N.B.:** The number of participants in this seminar is limited to 25 (+5 BEuSt). Students are able to obtain a *Schein* in this course both for *Anglistische Literaturwissenschaft* as well as for *Amerikanistik*.

**NN 2**

**HS: English Literature**  
**Tuesday, 09:15-10:45**

**BEUST (7400202)**  
**First meeting: 09.10.**

Details to be announced

**NN 2**

**HS: English Literature**  
**Wednesday, 11:30-13:00**

**(7400203)**  
**First meeting: 10.10.**

Details to be announced

**NN 2****Colloquium: Examenskolloquium****Tuesday, 17:15-18:45****First meeting: 11.10.**

The Examenskolloquium is open to students preparing for their final and for their intermediate exams. It is intended to give you the opportunity to present your research projects and to raise specific questions and/or difficulties at an early stage. Further, you are encouraged to engage in critical debates over approaches and topics with your peers. We will also revise general and specific topics required for your intermediate and final exams, discuss your reading lists, and take both oral and written mock exams.

**Amerikanistik**

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**Please note: you can also get credits for American Studies in the *Proseminar* courses offered by Mark Schreiber and NN 4.**

**Prof. Dr. Evelyne Keitel**

**VL: Amerikanische Literatur- und Kulturgeschichte: From the Early Republic to Jacksonian Democracy**  
**Studium Generale (7400301)**

**Monday, 17:15-18:45****First meeting: 15.10.**

**Content:** This lecture course will cover the cultural, social, historical, and political developments in the United States from the Early Republic to Jacksonian Democracy.

**Objectives:** the important structures of American cultural und intellectual history will be taught in class. Added to that, students will acquire some basic knowledge of canonical American literary texts through independent reading. Their reading will be discussed in tutorials. A list of the reading materials will be handed out at the beginning of the course. A reader will be available.

**Prerequisites:** The students must be able to read and intelligently discuss the assigned literary texts.

**Requirements for credits:** Regular attendance, active participation.

**Form of the exam (*Modulprüfung, BA only*):** No exam, the Modulprüfung is part of the seminar taught in SS 2008.

**Registration:** Please register at the department's website and attend the first meeting of the lecture course.

**Dr. Gunter Süß**

**PS: Jewish-American Literature and Culture**  
**Thursday, 15:30-17:00**

**(7400304)**  
**First meeting: 18.10.**

This course will provide the student with an overview of Jewish-American literature and culture from the great waves of immigration in the late 19th century up to the present. We will analyze literary texts from these different periods as well as other forms of artistic expression (movies, comics) and link them to dominant discourses in history, politics, and culture.

Text discussed may include works by authors like Emma Lazarus, Anzia Yeziarska, Groucho Marx, Woody Allen, Irving Berlin, Gertrude Stein, Allen Ginsberg, Bernard Malamud, Phillip Roth, Saul Bellow, and Art Spiegelman.

**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.

**Reader/Literature:** A bibliography is provided at <https://opac.bibliothek.tu-chemnitz.de/esem/>. The reader is available at Uni-Copy Dietze.

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

**NN 3**

**PS: Tender Were the 1920s: Masculinities in the Jazz Age**  
**Wednesday, 13:45-15:15**

**(7400307)**  
**First meeting: 10.10.**

**Content:** The study of gender has enriched our knowledge of past societies and cultures. Particularly the "Roaring Twenties" as the age of growing consumer industries and of the vibrant metropolis offer a wide range of modern gender constructions. The decade is referred to as both – the age of modern American men and the period of the other American presence in 1920s Paris. As such it gives way to an understanding of modern American male identities which at the end of the 20th century will culminate in a crisis of masculinity. Thus, it is worthwhile studying the early symptoms of an ailing "Modern American Manhood" in order to understand American masculinities of the 21st century.

**Objectives:** This course aims at analyzing and discussing the means and use of gender identities in American Literature. Therefore, students will also learn about the influence of social and cultural conditions on gender constructions in the 1920s.

**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.

**Reading requirements:**

F. Scott Fitzgerald: *The Beautiful and Damned* (1922);

Ernest Hemingway: *The Sun Also Rises* (1926);

Sinclair Lewis: *Babbitt* (1922);

Dashiell Hammett: *The Maltese Falcon* (1929|1930).

A course pack will be available at the beginning of the term.

**Prof. Dr. Evelyne Keitel**

**HS: Bilder aus der Neuen Welt**  
**Wednesday, 09:15-10:45**

**(7400302)**  
**First meeting: 17.10.**

Seit den 1570er Jahren, als man anfang, die Kontinente visuell zu repräsentieren, wurde Amerika in Form einer Indianer-Frau dargestellt, barbusig, mit imposantem Federschmuck im Haar und bewaffnet mit Pfeil und Bogen. Während der Revolution wurde aus diesem Image die züchtig weißgekleidete Columbia mit Phrygian cap und liberty tree (im Gegensatz zu Frankreichs Marianne, die zeitgleich erschien, trug Columbia immer nur Hochgeschlossenes, gerne in Form von antik wallenden Gewändern). Die Ikonographie Amerikas hatte sich fundamental gewandelt. Was war geschehen?

Ziel des Seminars ist es, dieser und analogen Fragen nachzuspüren. Dabei sollen die Selbst- und Fremddarstellungen der Neuen Welt anhand von Bildern (Gemälden, Karikaturen, Cartoons und partiell auch Photographien) nachgezeichnet werden. Es gilt, Paradigmenwechsel in der Ikonographie von der Entdeckung bis in die Gegenwart aufzuspüren und deren kulturelle Bedeutung zu analysieren.

Themenfelder, die diskutiert werden sollen, sind: die visuelle Repräsentation der Kontinente in der frühen Neuzeit; Pocahontas-Gemälde im Wandel der Zeiten; Almanache, Broad Sheets und Chap Books; Columbia und Marianne; the American Eagle und Uncle Sam; politische Karikaturen während und nach der Revolutionszeit; der Westen im Bild; die amerikanischen Historien Gemälde des 19. Jahrhunderts; the Statue of Liberty; die Indianer-Darstellungen von Bodmer; die Photographie von Walker Evans; die Puritaner-Cartoons des 20. Jh. etc.

**Literatur:** Hugh Honour. *The New Golden Land: European Images of America from the Discoveries to the Present Time.* New York: Pantheon Books, 1975.

**Dr. Gunter Süß**

**HS: Cultural Theory**  
**Thursday, 11:30-13:00**

**MMEKO1/3 (7400305)**  
**First meeting: 18.10.**

“Rastafari not a culture, it’s a reality.” Bob Marley

“I’m afraid that the American culture is a disaster.” Johnny Depp

In his book *Culture and Anarchy* Matthew Arnold (1869) defines culture as “the best that has been thought and said”. Roughly 100 years later Raymond Williams radically redefines culture as “a whole way of life”. Even if we do not consider the quotes by ‘cultural theorists’ Marley and Depp, the concept of culture has been a highly contested terrain over the last 150 years and, of course, these debates have been right at the centre of our discipline, Cultural Studies.

In this course we will read and discuss a wide range of texts from cultural theorists like Matthew Arnold, Raymond Williams, Stuart Hall, Sigmund Freud, Roland Barthes, Michel Foucault, Antonio Gramsci, Lana Rakow, Yvonne Tasker, Jean Baudrillard, and bell hooks and link their ideas to specific analyses of (popular) culture. The aim of this course is to provide the student with an overview of the different methodologies and theories in Cultural Studies.

**Recommended literature:**

Storey. John. *Cultural Theory and Popular Culture. An Introduction*. Athens: University of Georgia Press, 2006 (4th edition).

Storey. John, ed. *Cultural Theory and Popular Culture. A Reader*. Harlow: Prentice Hall, 2006 (3rd edition).

Barry, Peter. *Beginning Theory. An Introduction to Literary and Cultural Theory*. Manchester: Manchester University Press, 2006 (2nd edition).

**Credit requirements:** Regular attendance and thoughtful participation in class, an oral presentation as part of an expert group, a term paper (15-20 pages) on a topic of your choice, and assignments on a regular basis.

**Registration:** The number of participants in this course is limited to 25. Students of *Anglistik/Amerikanistik* have to register online at the department's website. Students of *Medienkommunikation* use the online registration at: <https://www.tu-chemnitz.de/phil/medkom/online-einschreibung/>.

Students need to have passed the Zwischenprüfung.

**Prof. Dr. Evelyne Keitel**

**Colloquium: Examenskolloquium**

**(7400303)**

**Vorbesprechung Dienstag, 06.11.07, 15.30-17.00, Blockseminar; Friday/Saturday, all day**

**Dienstag, 06.11.07, 15.30-17.00, Blockseminar am Fr./Sa., 11./12.01.08, Fr./Sa., 25./26.01.08, jeweils 9.15-17.00**

Ziel dieses Kolloquiums 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 WS 2007/08 ablegen wollen.

Voraussetzung für die Teilnahme an dieser Veranstaltung ist erstens eine Anmeldung und zweitens die persönliche Anwesenheit während der Vorbesprechung am 06.11.07.

### Britische und Amerikanische Kultur- und Länderstudien

**Prof. Dr. Hans Kastendiek**

**VL: Einführung in die Großbritannienstudien BEUST, BEUGE, MIKK (7400401)**

**Monday, 13:45-15:15**

**First meeting: 15.10.**

**Inhalt:** Die Vorlesung gibt einen Überblick über die Hauptphasen der gesellschafts-politischen Entwicklung Großbritanniens seit 1945: Postwar Settlement; wirtschaftliches Krisenmanagement, gesellschaftliche Konfliktualität und politische Polarisierung; die "lange Wende" des Thatcherismus und New Labour.

**Qualifikationsziele:** Kenntnisse über die Grundstrukturen von Wirtschaft und Gesellschaft, Politik und Kultur Großbritanniens, sowie über den Wandel des gesell-

schaftspolitischen Grundarrangements seit 1945; Verständnis der für das Land spezifischen Verbindung von Tradition und Umbruch; Erklärungskompetenz für die Entwicklungsformen und Ausprägungen der britischen Kultur und ihrer gesellschaftlichen Grundlagen.

**Voraussetzungen für die Teilnahme:** Der *regelmäßige* Besuch der Vorlesung wird vorausgesetzt, weil sie die Basisbegriffe und Grundkenntnisse für den erfolgreichen Abschluss des BA-Moduls im 3. Studiensemester (Seminar "Britische Gesellschaft und Kultur") bzw. eines Proseminars in anderen Studienfächern und -gängen vermittelt. Für die Nachbereitung der Vorlesungsthemen sind eigenständige Material- und Literaturrecherchen erforderlich.

**Vor- und Prüfungsleistungen im BA-Modul:** Die Leistungen für den Modulabschluss sind im Seminar "Britische Gesellschaft und Kultur" im 3. Studiensemester zu erbringen.

**Teilnahme- und Leistungsscheine für andere Studienfächer und -gänge:** Die Voraussetzungen für die Scheinvergabe werden zu Beginn der Vorlesung erläutert.

**Begleitlektüre:** Hans Kastendiek/Roland Sturm, Hrsg., *Länderbericht Großbritannien. Geschichte - Politik - Wirtschaft - Gesellschaft - Kultur*. 3. Auflage. Bonn: Bundeszentrale für pol. Bildung (der Band ist sehr preisgünstig bei der Bundeszentrale unter der Bestellnummer 1543 erhältlich: [www.bpb.de](http://www.bpb.de)).

## Nadine Anumba, MA

**PS: Race and Ethnicity in the USA**

**Thursday, 09:15-10:45**

**11., 18. und 25.10.2007, 01.11.2007, dann Blocktermine;**

**MIKK (7400404)**

**First meeting: 11.10.**

Race and ethnicity have been fundamental to the organization of US society since its foundation; a good grasp of them is central to understanding the USA. The first section of this course will provide you with the background knowledge necessary to critically examine issues of race and ethnicity. You will learn about key concepts (for example, race and ethnicity; racism, prejudice, and discrimination; assimilation) and the history of immigration, including the experiences of a number of racial and ethnic groups. In the second part, you will apply and extend your knowledge in analyses of cultural artefacts (songs, movies, etc.) and, more importantly, events and issues such as the LA riots, current immigration reform, the OJ Simpson trial, the culture wars, or the upcoming presidential election. Examples of questions we will discuss are the following: Is racism really as American as apple pie? How did whites get their color? Why do some groups appear to have made it in the US and others not? Can the US better be described as a melting pot or as a salad bowl? How do race and ethnicity intersect with each other and with class, nationality, gender, and sexuality? Is the US colorblind, or should it be? Students are encouraged to suggest further topics.

### **Recommended reading:**

Feagin, Foe R., and Clairece Booher Feagin. *Racial and Ethnic Relations*. 8th ed. Upper Saddle River: Prentice Hall, 2007.

Gallagher, Charles A., ed. *Rethinking the Color Line: Readings in Race and Ethnicity*. 3rd ed. London: Mayfield, 2006.

Min, Pyong Gap, ed. *Encyclopedia of Racism in the United States*. Westport: Greenwood, 2005.

**Susan Nitzsche, MA**

**PS: The *Celtic Tiger* - a Success Story?**  
**Tuesday, 09:15-10:45**

**BEUST, BEUGE, MIKK (7400405)**  
**First meeting: 09.10.**

Since the *Celtic Tiger* started roaring in the mid 1990s, the Republic of Ireland has experienced unprecedented economic growth. Today, the Irish economy - as one of the most dynamic and globalised ones in the world - is regarded as a shining example to other small peripheral states.

However, there is also a dark side of the *Celtic Tiger*. Despite and because of the economic success, Ireland faces severe social, environmental and infrastructural problems. Inequality and crime are rising. The creaking health system and lacking childcare facilities are as widely discussed issues as pollution and traffic congestion.

This course aims at offering students insights into the bright as well as the dark side of *Celtic Tiger*-Ireland. In the first part of the seminar, we will focus on the Irish economic 'miracle' and the reasons for it.

In the second part, we will investigate how the *Celtic Tiger* has changed Irish society. Our main emphasis will be on the major transformations - social restructuring, urbanisation, immigration, changing lifestyles etc. - and the problems resulting from them. By analysing various spheres of public policy, we will finally ask how the Republic of Ireland copes with those newly generated issues and persistent problems exacerbated by the recent economic and social changes.

**Recommended reading:**

Brendan Bartley/Rob Kitchin, eds. (2007). *Understanding Contemporary Ireland*. London: Pluto.

Colin Coulter/Steve Coleman, eds. (2003). *The End of Irish History? Critical Reflections on the Celtic Tiger*. Manchester: Manchester University Press.

Brian Nolan/Philip O'Connell/Christopher T. Whelan, eds. (2000). *Bust to Boom? The Irish Experience of Growth and Inequality*. Dublin: Institute of Public Administration.

**Prof. Dr. Hans Kastendiek**

**HS: British/American Relations Since 1607**  
**Tuesday, 11:30-13:00**

**BEUST, BEUGE, MIKK (7400406)**  
**First meeting: 09.10.**

British/American relations have been intensively discussed in terms of a 'special relationship', which resulted from the close links between Britain and the US as 'natural partners' in world politics. The course will include this topic but its intention and scope are much broader: It takes up the notion of an "Anglo-America" which, - according to Andrew Gamble - is "constituted by wider economic, political, ideological and cultural relationships", has created "a military alliance, a model of capitalism, a form of government, a global ideology, and a popular culture", and has been shaped by "a complex set of inter-linked narratives and institutions". Analysing "Anglo-America" in these terms, we will compare the historical development of the two countries and trace and explore their interrelations and interconnections since the colonial period.

**Requirement for course membership:** Course membership will be restricted to those participants who hand in a paper of 6-8 pages which summarizes the main points, statements and arguments of the following text (until Oct. 30):

Andrew Gamble (2003). *Between Europe and America*. Basingstoke: Palgrave Macmillan, ch. 5: Anglo-America, 83 - 107.

Master copies of the chapter are available at our *Archiv Kultur- und Länderstudien*, Rh. 39/216, and at Frau Zenner's office, Rh. 39/226.

**Prof. Dr. Hans Kastendiek**

**HS: United Kingdom? A Multi-National State under Strain**

**BEUST, BEUGE, MIKK**

**Thursday, 15:30-17:00**

**(7400408)**

**First meeting: 11.10.**

According to conventional wisdom, the United Kingdom is a *union* and a *unitary state*. As a union, it was the result of the political integration of four countries; as a unitary state it was characterized by a centralisation of political power, located in Westminster and Whitehall. In the first section of the course we will analyse the tensions between these two patterns of state organisation, which periodically led to demands for Irish, Scottish and finally Welsh home rule, and we will ask why the United Kingdom - apart from the secession of two-thirds of Ireland in the 1920s - has managed to survive as a multi-national state. In the second section we will deal with the challenges to the political organisation of the UK since the 1960s, which led to the introduction of some elements of home rule for Scotland and Wales in the guise of 'devolution' (and to the re-introduction of self-government in Northern Ireland). Have these measures and constitutional reforms qualified the nature of the unitary state? Will they save the union, or may devolution serve as a springboard for Scotland (and Wales?) to reach independence?

**Requirement for course membership:** Course membership will be restricted to those participants who hand in a paper of 6-8 pages which summarizes the main points, statements and arguments of the following text (until Nov. 1):

Andrew Gamble (2003). *Between Europe and America*. Basingstoke: Palgrave Macmillan, ch. 3: State of the Union, 40 - 60.

Master copies of the chapter are available at our *Archiv Kultur- und Länderstudien*, Rh. 39/216, and at Frau Zenner's office, Rh. 39/226.

**Prof. Dr. Hans Kastendiek**

**Colloquium: Examenskolloquium Kultur- und Länderstudien**

**Tuesday, 15:30-17:00**

**(7400407)**

**First meeting: 09.10.**

Die Veranstaltung richtet sich an StudentInnen im Hauptstudium, die die Kultur- und Länderstudien (KLS) als Studienschwerpunkt gewählt und das Abschlussexamen ins Auge gefasst haben oder bereits "mitten drin" sind. Sie versteht sich nicht als ein "Repetitorium" zentraler Inhalte des Studiums zur Vorbereitung auf die Klausuren und mdl. Prüfungen. Vielmehr soll es um eine Verständigung über den Lehr- und Prüfungsschwerpunkt KLS und um ganz praktische Fragen der Abschlussprüfung gehen: Strategien der Themenwahl für die Magisterarbeit; von der ersten Themenidee zur Themenvergabe; von der zentralen Problem- und Fragestellung zum Untersuchungsplan; zum richtigen Lesen und vom Lesen zum Schreiben; zum Umgang mit Arbeitskrisen; technische Fragen (Belegweise, Bibliographie, Layout etc.). In zwei Sitzungen werden AbsolventInnen über den "Lebensabschnitt Magisterarbeit (?)" berichten.

## **Fachdidaktik Englisch**

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**Dr. Joachim Seifert**

**Exercise: Didaktische Spezifika eines EU in der EB**

**(7400806)**

**Wednesday, 09:15-10:45**

**First meeting: 10.10.**

Das Hauptseminar wird sich folgenden Fragen widmen:

- Begriffsbestimmung der Europatauglichkeit des Fremdsprachenunterrichts;
- Fragen des Interkulturellen im FSU;
- Was bedeutet autonomes Fremdsprachenlernen?
- CALL;
- Unterrichtsvorbereitungen in Form von Semester- bzw. Kursplänen und Einzelstundenvorbereitungen.

**Literatur:**

Borgwardt, Ulf (1993). *Kompendium Fremdsprachenunterricht*. Ismaning: Hueber.

Doff, Sabine und Klippel, Friederike (2007). *Englischdidaktik*. Berlin: Cornelsen.

## The English Language Practice Programme for Magister Students

### 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. **Integrated Language Course I**
2. **Integrated Language Course II**
3. **Listening & Reading Comprehension**
4. **Pronunciation, and**
5. **Vocabulary Building**

(3., 4., 5. 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)

6. **Grammar I** (highly recommended before taking Translation I)
7. **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")
8. **Translation I Part 2**

### Hauptstudium

1. **Grammar II** (preferably before Oral & Written Production and Translation II)
2. **Oral & Written Production**
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. 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)

### Translation I

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

**First meeting: 08.10.**

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

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

**First meeting: 09.10.**

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.

#### Course Requirements:

1. Mid-term written project
2. 1.5 hour final exam

## Advanced Studies (Hauptstudium)

### Grammar II

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

**First meeting: 11.10.**

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)

**Monday, 17:15-18:45 (Phillips)**

**First meeting: 08.10.**

*or*

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

**First meeting: 11.10.**

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 requires 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: 10.10.**

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.

## **Translation II**

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

**First meeting: 08.10.**

**or**

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

**First meeting: 11.10.**

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 (Dr. van Nice)**

**First meeting: 08.10.**

*or*

**Tuesday, 13:45-15:15 (Dr. van Nice)**

**First meeting: 09.10.**

This course develops and improves the essay-writing skills imparted in IAS and O&WP, while the importance of planning and the introduction-development-conclusion pattern practised in O&WP. We begin with descriptive writing, emphasizing the use of adjectives and adverbs to build a written "picture". Narrative writing then takes up these pictures into a time sequence. Expository writing then focuses on presenting points in a logical order, and argumentative writing weighs one logical argument 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 assignments 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 (Dr. van Nice)**

**First meeting: 08.10.**

*or*

**Tuesday, 15:30-17:00 (Dr. van Nice)**

**First meeting: 09.10.**

*or*

**Wednesday 11:30-13:00 (Dr. van Nice)**

**(Fremdsprachen in der Erwachsenenbildung only)**

**First meeting: 10.10.**

PFE (Monday or Tuesday) offers you the chance to hone the skills necessary for *Staatsexamen/ Magisterprüfung Sprachpraxis* under near-exam conditions. Participants usually write a translation one week, an essay next, and then we spend one or two periods going over the general problems arising from these efforts. The marking is at exam level which lets the students see what they still need to work on, 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 in the first half of the course.

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.

PFE (Wednesday) is only for those in the Adult Education programme. It focuses on bettering skills in definition writing, précis writing and stylistic text analysis. A *Schein* is awarded after two or more semesters of regular attendance and participation, when the student shows sufficient mastery of these skills.

*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	2,5 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)
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## Hinweise zur Zwischenprüfung

Die Zwischenprüfung im Magisterstudiengang kann bereits am Ende des 3. Fachsemesters und sollte nicht später als am Ende des 4. Fachsemesters abgelegt werden.

Die offizielle **Anmeldung zur Zwischenprüfung** erfolgt im **Zentralen Prüfungsamt (ZPA)** in der Reichenhainer Str. 70 (innerhalb eines 14tägigen Zeitraums im letzten Drittel des jeweiligen Semesters). Die Öffnungszeiten des Prüfungsamtes, die Meldefristen und Prüfungszeiträume, die Anmeldeformulare, die Texte der Studien- und Prüfungsordnungen etc. etc. finden Sie unter

[www.tu-chemnitz.de/verwaltung/studentenamt/zpa/](http://www.tu-chemnitz.de/verwaltung/studentenamt/zpa/)

**Vor der Anmeldung beim Prüfungsamt** sollten Sie sich frühzeitig bei den **Professuren** anmelden, an denen Sie Ihre mündliche(n) Prüfung(en) ablegen wollen. Bitte lesen Sie vorher die Merkblätter zu den jeweils fachspezifischen Inhalten und Anforderungen sowie zu den jeweiligen Modalitäten des Prüfungsablaufs. Die Merkblätter finden Sie auf den Homepages der Professuren unter

[www.tu-chemnitz.de/phil/english](http://www.tu-chemnitz.de/phil/english)

Die **Zulassungsvoraussetzungen** für die Zwischenprüfung und die geforderten **Prüfungsleistungen** sind in den Studien- und Prüfungsordnungen (s.o.) sowie im *Wegweiser* ausführlich dargestellt.

Falls Sie sich **nicht zur Zwischenprüfung am Ende Ihres 4. Fachsemesters anmelden**, müssen Sie an einer Studienberatung teilnehmen (bei Dr. Seifert oder Herrn Schreiber).

Falls Sie bis zum Termin der Anmeldung beim ZPA noch nicht alle geforderten Scheine erworben haben, werden Sie zunächst nur **vorläufig** zur Prüfung zugelassen (die Termine, bis zu denen Scheine nachgereicht werden können, werden vom ZPA festgelegt). Sollten Sie die Scheine nicht rechtzeitig vorlegen können und folglich nicht zur Prüfung zugelassen werden, teilen Sie dies den Professuren, bei denen Sie sich angemeldet haben, bitte so frühzeitig wie möglich mit (Nachricht per E-mail reicht).

Prof. Dr. Hans Kastendiek  
Vors. des Prüfungsausschusses  
Anglistik/Amerikanistik

**Verzeichnis der Lehrenden:**

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